

APPLIED



# WJEC Level 3 Applied Certificate & Diploma in CRIMINOLOGY

## SPECIFICATION

Teaching from 2015  
For award from 2017





# **LEVEL 3 APPLIED CERTIFICATE & DIPLOMA IN CRIMINOLOGY**

## **SPECIFICATION**

**For first certification in 2017**



# Contents

	<b>Page</b>
<b>1. Introduction</b>	<b>3</b>
1.1 Qualification title and code(s)	3
1.2 Statement of purpose	3
<b>2. Qualification Structure</b>	<b>6</b>
<b>3. Assessment</b>	<b>7</b>
3.1 External assessment	7
3.2 Internal assessment	10
3.3 Synoptic assessment	13
3.4 Standardisation	14
<b>4. Grading</b>	<b>15</b>
<b>5. Units</b>	<b>18</b>
Unit 1	20
Unit 2	32
Unit 3	39
Unit 4	50
<b>6. Entry Procedure</b>	<b>58</b>
<b>7. External Moderation</b>	<b>59</b>
<b>8. Awarding and Reporting</b>	<b>61</b>
<b>9. Access and Special Consideration</b>	<b>62</b>
<b>10. Post-Results Services</b>	<b>63</b>
<b>11. Classification Codes</b>	<b>64</b>



# 1 INTRODUCTION

## 1.1 Qualification title and code

This specification covers the following qualifications:

601/6248/X WJEC Level 3 Applied Diploma in Criminology

601/6249/1 WJEC Level 3 Applied Certificate in Criminology

## 1.2 Statement of purpose

An understanding of criminology is relevant to many job roles within the criminal justice sector, social and probation work and sociology and psychology.

WJEC Level 3 Applied Diploma in Criminology is a qualification with elements of psychology, law and sociology that complements studies in humanities.

This is an Applied General qualification. This means it is designed primarily to support learners progressing to university. It has been designed to offer exciting and interesting experiences that focus learning for 16-19 year-old learners and adult learners through applied learning, i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the criminal justice system. The qualification would support learners' progression from any study at Level 2, particularly GCSEs in Sociology, Law, Psychology, Citizenship, History and Humanities.

There are no formal entry requirements for this qualification. It is likely to be studied by 16-19 year olds in schools or colleges alongside GCE A Levels, as part of a programme of study with vocational qualifications in Law, or Welsh Baccalaureate.

Qualification structure:

WJEC Level 3 Applied Diploma in Criminology					
Unit Number	Entry Code	Unit Title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90
3		Crime Scene to Courtroom	Mandatory	Internal	90
4		Crime and Punishment	Mandatory	External	90

Learners must complete **ALL** units.

The first mandatory unit will enable the learner to demonstrate understanding of different types of crime, influences on perceptions of crime and why some crimes are unreported.

The second mandatory unit will allow learners to gain an understanding of why people commit crime, drawing on what they have learned in Unit 1.

The third mandatory unit will provide an understanding of the criminal justice system from the moment a crime has been identified to the verdict. Learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.

In the final mandatory unit, learners will apply their understanding of the awareness of criminality, criminological theories and the process of bringing an accused to court in order to evaluate the effectiveness of social control to deliver criminal justice policy.

Each unit within the qualification has an applied purpose which acts as a focus for the learning in the unit. The applied purpose demands learning related to authentic case studies. It also requires learners to consider how the use and application of their learning impacts on themselves, other individuals, employers, society and the environment. The applied purpose will also allow learners to learn in such a way that they develop:

- skills required for independent learning and development
- a range of generic and transferable skills
- the ability to solve problems
- the skills of project based research, development and presentation
- the fundamental ability to work alongside other professionals, in a professional environment
- the ability to apply learning in vocational contexts

The main purpose of the WJEC Level 3 Applied Diploma in Criminology is mainly to use the qualification to support access to higher education degree courses, such as:

- BSc Criminology
- BA Criminology
- BA Criminology and Criminal Justice
- BSc (Hons) Criminology and Psychology
- LLB (Hons) Law with Criminology
- BA (Hons) Criminology and Sociology
- BA (Hons) Criminology
- BSc (Hons) Psychology and Sociology
- BSc Criminology with Law

Alternatively, the qualification allows learners to gain the required understanding and skills to be able to consider employment within some aspects of the criminal justice system, e.g. the National Probation Service, the Courts and Tribunals Service or the National Offender Management Service.

In addition to the WJEC Level 3 Applied Diploma in Criminology, there is also the WJEC Level 3 Applied Certificate in Criminology. This is a smaller qualification with similar characteristics, including two of the same units.

Qualification structure:

WJEC Level 3 Applied Certificate in Criminology					
Unit number	Entry code	Unit title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90

Learners must complete **ALL** units.

The purpose of the WJEC Level 3 Applied Certificate in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, such as GCE Law, Psychology and Sociology, it develops the understanding to support entry to higher education courses in the humanities sector.



## 2 QUALIFICATION STRUCTURE

### WJEC Level 3 Applied Diploma in Criminology

WJEC Level 3 Applied Diploma in Criminology					
Unit number	Entry code	Unit title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90
3		Crime Scene to Courtroom	Mandatory	Internal	90
4		Crime and Punishment	Mandatory	External	90

Learners must complete **ALL** units.

### WJEC Level 3 Applied Certificate in Criminology

WJEC Level 3 Applied Certificate in Criminology					
Unit number	Entry code	Unit title		Assessment	GLH
1		Changing Awareness of Crime	Mandatory	Internal	90
2		Criminological Theories	Mandatory	External	90

Learners must complete **ALL** units.

The purpose of the WJEC Level 3 Applied Certificate in Criminology is to provide learners with an introduction to criminal justice and to give a context for humanities learning. Together with other relevant qualifications, such as GCE Law, Psychology and Sociology, it develops the understanding to support entry to higher education courses in the humanities sector.

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve a grade for the qualification.**

## 3 ASSESSMENT

The WJEC Level 3 Applied Diploma in Criminology is assessed using a combination of internal and external assessment.

### 3.1 External assessment

The following units will be externally assessed:

**Unit 2: Criminological Theories**

**Unit 4: Crime and Punishment**

Details of the external assessment are as follows:

- 90-minute examination
- total of 75 marks
- three questions on each paper
- short and extended answer questions, based on stimulus material and applied contexts
- each question will have an applied problem-solving scenario
- each paper will assess all learning outcomes and assessment criteria will be sampled in each series
- electronically assessed (e-assessment)
- available in June of each year
- learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification
- WJEC will produce a mark scheme which will be used as the basis for marking the examination papers
- graded: on a scale of A to E

- For **Unit 2: Criminological Theories**, the assessment criteria (AC) will be covered within the mark allocation as follows:

**Assessment Grid**

Learning outcomes	Assessment criteria	Marks	%
LO1	AC1.1 Compare criminal behaviour and deviance	11-19	15-25%
	AC1.2 Explain the social construction of criminality		
LO2	AC2.1 Describe biological theories of criminality	11-19	15-25%
	AC2.2 Describe individualistic theories of criminality		
	AC2.3 Describe sociological theories of criminality		
LO3	AC3.1 Analyse situations of criminality	19-26	25-35%
	AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality		
LO4	AC4.1 Assess the use of criminological theories in informing policy development	19-26	25-35%
	AC4.2 Explain how social changes affect policy development		
	AC4.3 Discuss how campaigns affect policy making		
TOTAL		75	100%

For **Unit 4: Crime and Punishment**, the AC will be covered within the mark allocation as follows:

### Assessment Grid

Learning outcomes	Assessment criteria	Marks	%
<b>LO1</b>	<b>AC1.1</b> Describe processes used for law making	19-26	25-35%
	<b>AC1.2</b> Describe the organisation of the criminal justice system in England and Wales		
	<b>AC1.3</b> Describe models of criminal justice		
<b>LO2</b>	<b>AC2.1</b> Explain forms of social control	23-30	30-40%
	<b>AC2.2</b> Discuss the aims of punishment		
	<b>AC2.3</b> Assess how forms of punishment meet the aims of punishment		
<b>LO3</b>	<b>AC3.1</b> Explain the role of agencies in social control	26-34	35-45%
	<b>AC3.2</b> Describe the contribution of agencies to achieving social control		
	<b>AC3.3</b> Examine the limitations of agencies in achieving social control		
	<b>AC3.4</b> Evaluate the effectiveness of agencies in achieving social control		
<b>TOTAL</b>		<b>75</b>	<b>100%</b>

## 3.2 Internal assessment

The following units are internally assessed:

- **Unit 1: Changing Awareness of Crime**
- **Unit 3: Crime Scene to Courtroom**

For internal assessment, WJEC Level 3 Applied Diploma in Criminology has adopted the principles of controlled assessment as set out in the Joint Council for Qualifications document '*GCSE, GCE, ELC, Functional Skills, Principal Learning in the Diploma and Project Qualifications – instructions for conducting controlled assessment*'. This document can be accessed through the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)). Each centre must ensure that internal assessment is conducted in accordance with these controls.

The following principles apply to the assessment of each internally assessed unit:

- Units are assessed through summative controlled assessment (available electronically).
- Controls for assessment of each internally assessed unit are provided in a model assignment.
- Each internally assessed unit must be assessed independently. Learners may produce a piece of evidence that contributes to the assessment criteria for more than one unit. This is acceptable provided it can be clearly attributed to a specified assessment criterion and has been produced under the appropriate controlled conditions for each unit.
- All grades are awarded based on the number of marks attained in each assessment. Grade descriptors are provided for Grades A, C and E.

There are three stages of assessment that will be controlled:

- task setting
- task taking
- task marking

## Task setting

For internal assessment, WJEC has produced model assignments for each unit. Centres are, however, allowed to modify the assignment within specified parameters. This will allow centres to tailor the assessment to local needs. The model assignment has been written to ensure the following controls are in place

- Each unit is assessed through one assignment.
- Each assignment must have a brief that sets out an applied purpose. An applied purpose is a reason for completing the tasks that would benefit society, a community, organisation or company. Further details can be found in the Introduction, Section 1.2, page 3.
- The assignment can specify a number of tasks but tasks must be coherent, i.e. show how the assessment requirements all contribute to the achievement of the applied purpose of the assignment.
- The assignment must provide each learner with the opportunity to address all assessment criteria and all marks available.
- The assignment must indicate the acceptable forms of evidence. These must conform to those forms set out in the model assignment.
- Where a centre has adapted the model assignment, there must be evidence of quality assuring its fitness for purpose, and this must be submitted to WJEC for accreditation. Sample documentation for this activity is available from WJEC.

## Task taking

There are five areas of task taking that are controlled: time, resources, supervision, collaboration and resubmission.

### Time

Each model assignment will specify the total amount of time available for summative assessment. Centres have the discretion for how that time is allocated to each task.

### Resources

The assessor can determine which resources learners should be provided with to ensure fair and valid assessment takes place. Where specific resource controls must be in place, these will be stated in the model assignment.

### Supervision

Learners must normally be supervised by an assessor whilst completing controlled assignment tasks. Model assignments will specify if supervision is not required. Centres must have systems in place to ensure learners cannot access evidence they have been developing outside of supervised activities.

*Authentication:* supervision is in place to ensure the authenticity of evidence produced for summative assessment. Assessors should not provide input or guidance to learners during the controlled assessment time. This includes providing formative feedback on the evidence being produced. Assessors can provide guidance on the requirements of the task and remind learners of the assessment criteria and how they can be interpreted. Assessors must intervene where a health and safety hazard is observed.

Learners can review and redraft evidence independently within the time controls for the assessment.

Learners must sign a declaration to confirm that all evidence submitted for moderation is their own work and that any sources used have been acknowledged.

Assessors must sign a declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in the model assignments.

### Collaboration

The model assignment will indicate whether:

- group work must take place
- group work is forbidden
- centres can elect to complete tasks through group work

Where group work takes place, the following principles must be applied:

- Tasks should allow each member of the group to have full access to all assessment criteria and marks available.
- Learners **must** provide an individual response as part of any task outcome.
- Evidence of individual response may include written evidence (e.g. notes, evaluations, mind maps, etc) and/or audio-visual evidence (e.g. recordings, photographs, drawings, designs, etc).
- Evidence must be clearly attributable to each individual member of the group.
- Individual contributions must be clearly identified and noted on the accompanying authentication sheet which must be signed by both the teacher and the candidate.
- Assessment of the individual must be based on the individual contribution to the evidence produced.
- Learners' achievement must not be affected by the poor performance of other group members.
- Learners' achievement must not benefit from the performance of other group members

### Resubmission

Learners may re-enter internally assessed units. The learner must submit a new assessment, completed within the same levels of control. They cannot improve previously submitted work.

Learners have one resit opportunity for each assessed unit.

Where an individual learner who has previously submitted group work for assessment wishes to resit an internally assessed unit, the candidate **must** choose one of the following options:

- create a new piece of work within the same group
- create a new piece of work within a new group
- create a new piece of work with non-assessed candidates
- create an individual piece of work

The same levels of control for group work, as outlined above, will apply to candidates who choose to resit.

## Task marking

All marking of evidence must be made against the assessment criteria marks available in each unit specification. Evidence marked must comply with the controlled requirements set out in the model assignment.

Written evidence must be annotated to show how it relates to the assessment criteria and marks available.

Performance evidence, for example, of giving a presentation, must be made on observation records. Observation records will include a description of learner performance as well as a summative statement on the quality of that performance. Where performance is observed by someone other than an assessor, the 'witness' must complete a witness statement. Assessors will need to authenticate the statement either through scrutiny of supporting evidence and/or questioning of the learner and/or witness. If the statement is authenticated, it can be allowed to contribute to the evidence for assessment. Evidence of authentication will also need to be included.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under specified controlled conditions
- they are clear about the requirements of the learning outcomes, assessment criteria and marks available prior to commencing controlled assessment
- evidence presented for assessment is authentic
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- observation records contain sufficient detail for objective corroboration of decisions
- judgements are only made against the assessment criteria and marks available

## 3.3 Synoptic assessment

Synoptic assessment is:

*'assessment which requires a candidate to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the course content'*

'Level 3 Vocational Qualifications for 16 -19 year olds and Performance Tables: Technical Guidance for Awarding Organisations' DfE p14

All units in WJEC Level 3 Applied Diploma in Criminology have been designed to require learners to develop their learning by working towards work-related purposeful tasks. Learners will select and apply their learning in the completion of these tasks.

Unit 2 requires learners to draw on learning from Unit 1, in order to complete the assessment requirements.

Unit 4 requires learners to draw on their learning from Units 1, 2 and 3 in order to complete the assessment requirements.

The 'amplification' section of the unit content in Units 2 and 4 indicate where learners can draw on learning from other units. The grade learners receive for this unit is dependent upon their using learning from other units.



## 3.4 Standardisation

Centres are expected to standardise internal assessment decisions. This is the process by which centres ensure that all learners are judged to the same standard across different assessors, teaching groups and from year to year. Evidence of standardisation should be submitted with learner evidence.

Where more than one assessor is involved, the centre must appoint a Lead Assessor. The role of the Lead Assessor is to:

- document all activities
- ensure that the assignment presented to learners is fit for purpose and complies with all controls
- ensure all assessors have appropriate documentation in place to support fair and valid assessment decisions
- ensure all assessment activities are in accordance with the task taking controls for the unit
- sample assessment judgements at appropriate times to ensure the assessment criteria and marks awarded are correctly and consistently applied
- provide feedback to assessors
- provide support to assessors on interpretation of assessment criteria and marks available

## 4 GRADING

### Grading

The overall grades for the Level 3 Applied Certificate in Criminology will be recorded as a grade on a scale A to E. The overall grades for the Level 3 Applied Diploma in Criminology will be recorded on a scale A\* to E.

Results not attaining the minimum standard for the award will be reported as U (unclassified). Unit grades will be reported as a lower case letter a to e on results slips but not on certificates.

The Uniform Mark Scale (UMS) is used in unitised specifications as a device for reporting, recording and aggregating learners' unit assessment outcomes. The UMS is used so that candidates who achieve the same standard will have the same uniform mark, irrespective of when the unit was taken. Individual unit results and the overall subject award will be expressed as a uniform mark on a scale.

For the Level 3 Applied Diploma, a Grade A\* will be awarded to candidates who have achieved a Grade A (320 uniform marks) in the overall qualification and at least 90% of the total uniform marks for the two additional diploma units (units 3 and 4).

Uniform marks correspond to unit grades as follows:

Unit weighting	Maximum Raw Mark	Maximum UMS Mark	A	B	C	D	E
<b>Unit 1 (Internally Assessed) 25% or 50% of Certificate</b>	100	100	80	70	60	50	40
<b>Unit 2 (Externally Assessed) 25% or 50% of Certificate</b>	75	100	80	70	60	50	40
<b>Unit 3 (Internally Assessed) 25%</b>	100	100	80	70	60	50	40
<b>Unit 4 (Externally Assessed) 25%</b>	75	100	80	70	60	50	40

	<b>Maximum Uniform Marks</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Level 3 Applied Certificate</b>	200	160	140	120	100	80
<b>Level 3 Applied Diploma</b>	400	320	280	240	200	160

The following grade descriptors are provided to give a general indication of the standards of achievement likely to have been shown by learners' awarded particular grades for assessment. The descriptors must be interpreted in relation to the content specified in the specification; they are not designed to define that content. The grade awarded will depend on the number of marks awarded, these are intended to give a general indication of standards. Shortcomings in some aspects of the assessments may be balanced by better performances in others.

### **E grade descriptor**

Learners demonstrate basic knowledge of the criminal justice sector and have gained a basic understanding of criminal behaviour and the purpose of the criminal justice sector. Learners apply limited knowledge, understanding and skills to crime-related issues. Learners collect information using given techniques and use a limited range of relevant information sources. They carry out some basic analysis of crime-related issues and problems. Learners evaluate evidence to draw basic conclusions about relevant crime-related issues. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way.

### **C grade descriptor**

Learners demonstrate clear knowledge of the criminal justice sector and have gained a sound understanding of criminal behaviour and the purpose of the criminal justice sector. Learners apply knowledge, understanding and skills to crime-related issues. Learners collect information independently and use a range of relevant information sources. They carry out some analysis of crime-related issues and problems. Learners evaluate evidence to draw valid conclusions about relevant crime-related issues. Learners use written communication which conveys meaning with use of some specialist vocabulary.

### **A Grade descriptor**

Learners demonstrate a depth of knowledge of the criminal justice sector that shows thorough understanding of criminal behaviour and the functions of the criminal justice sector. Learners apply knowledge, understanding and skills accurately and independently to a range of crime-related issues. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse crime-related issues and problems. Learners evaluate evidence to draw valid conclusions and make reasoned judgements about crime-related issues. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary.

Unit achievement is based on a learner's ability to meet the assessment criteria. Units can be awarded a summative grade of A to E.

## **Awarding a summative unit grade**

### ***Internally assessed units***

Learner's work must be marked against the assessment criteria as specified in the internally assessed unit. Marks are allocated in relation to the assessment criteria and a grade is awarded on completion of the unit.

### ***Externally assessed units***

All learning outcomes will be assessed at every assessment opportunity. Assessment criteria will be sampled within each assessment.

## **Grading the qualification**

The qualification grade is awarded on the basis of the aggregation of unit grades achieved. Each unit grade achieved by learners will be translated to a unit mark for the purpose of awarding the qualification.

**NB For qualifications awarded from 2020 onwards learners must pass each unit in order to achieve a grade for the qualification.**

## 5 UNITS

### Unit Structure

#### **Unit title**

The unit title summarises in a concise manner the content of the unit.

#### **Guided learning hours (GLH)**

Guided learning time represents only those hours during which a tutor is present and contributing to the learning process. In some organisations this is known as 'contact time'. This time includes lectures, supervised practical periods and supervised study time.

#### **Aim and purpose**

The aim and purpose provides a brief and clear summary of the unit. It also indicates the applied purpose for the unit.

#### **Unit introduction**

This is written to the learner and gives a summary of the unit content. It sets the vocational context of the unit and highlights the purpose of the learning in the unit.

#### **Learning outcomes**

Learning outcomes state what the learner should know, understand or be able to do as a result of completing the learning in the unit.

#### **Assessment criteria**

The assessment criteria specify the standard a learner is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.

#### **Unit content**

The indicative content defines the breadth and depth of learning for an assessment criterion. It is expected that all the indicative content will be delivered during the programme of learning. It is not necessary to assess every aspect of the content when assessing the unit. Learners will be expected to apply the knowledge, understanding and skills acquired through the learning to the specifics of the assessment context.

In some learning outcomes, unit content is given as an example. This is used to exemplify the content only and learners can use any examples that they are taught in their summative assessments.

For some assessment criteria, no content is specified. Centres can determine the content to be learned based on local circumstances.

The unit content includes 'amplification'. This is intended to provide additional support to those involved in delivery by indicating the extent of the depth and/or breadth required. Content presented in *italics* indicates where learners have the opportunity to draw upon prior learning.

### **Assessment Criteria and Mark Bands**

These are used to determine the summative unit grade. They do **not** add additional requirements to the assessment criteria. Marks are used to determine the grade for a unit.

### **Assessment**

WJEC Level 3 Applied Diploma in Criminology units are assessed through controlled internal assessment or external assessment. This section of the unit summarises assessment requirements.

### **Guidance for delivery**

This gives the tutor some ideas on how to deliver the units in a vocational setting consistent with the philosophy of the qualification and intent of the unit. A minimum of three sample contexts are provided for each unit. The guidance also gives ideas of vocational settings for the unit and suggests possible contacts that could be made in the delivery of the learning.

### **Resources**

This identifies useful resources to help in the delivery of the learning. Many of the resources listed are suitable for using with learners.

## 5.1 Unit 1: Changing Awareness of Crime

**WJEC unit entry code** [English Medium - 454 3U1]  
[Welsh Medium - 454 3N1]

**Guided learning hours** 90

### **Aim and purpose**

The purpose of this unit is for learners to plan campaigns for change relating to crime.

### **Unit introduction**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? Who decides what behaviours should be against the law? Who gathers information about crime? Can this information be trusted? Can we trust our own instincts?

Humans tend to judge other's behaviour by a variety of moral principles, not all of which are consistent or based on accurate information. We gain our ideas of morality from a variety of sources and one of the most important is the mass media. Police gather information about crime; but the data can be inaccurate. Criminologists have developed procedures to learn about crime, but these too have their limitations.

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You will be able to use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand how crime reporting affects the public perception of criminality	<b>AC1.1</b> Analyse different <b>types of crime</b>	<b>Types of crime</b> <ul style="list-style-type: none"> <li>white collar, e.g. <ul style="list-style-type: none"> <li>organised</li> <li>corporate</li> <li>professional</li> </ul> </li> <li>moral</li> <li>state, e.g. <ul style="list-style-type: none"> <li>human rights</li> </ul> </li> <li>technological, e.g. <ul style="list-style-type: none"> <li>e-crime</li> </ul> </li> <li>individual, e.g. <ul style="list-style-type: none"> <li>hate crime</li> <li>honour crime</li> <li>domestic abuse</li> </ul> </li> </ul>	Learners should have knowledge of specific examples of different types of crime and be able to analyse them by: <ul style="list-style-type: none"> <li>criminal offences</li> <li>types of victim</li> <li>types of offender</li> <li>level of public awareness</li> </ul> Learners should know that these acts may be deviant and/or criminal.
	<b>AC1.2</b> Explain the <b>reasons</b> that certain crimes are unreported	<b>Reasons</b> <ul style="list-style-type: none"> <li>personal, e.g. <ul style="list-style-type: none"> <li>fear</li> <li>shame</li> <li>disinterest</li> <li>not affected</li> </ul> </li> <li>social and cultural, e.g. <ul style="list-style-type: none"> <li>lack of knowledge</li> <li>complexity</li> <li>lack of media interest</li> <li>lack of current public concern</li> <li>culture bound crime (e.g. honour killing, witchcraft)</li> </ul> </li> </ul>	Learners should have an understanding of the reasons why certain crimes are not reported to the police. Learners should consider crimes such as: <ul style="list-style-type: none"> <li>common assault</li> <li>domestic abuse</li> <li>vandalism</li> <li>rape</li> <li>perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)</li> </ul>
	<b>AC1.3</b> Explain the <b>consequences</b> of unreported crime	<b>Consequences</b> <ul style="list-style-type: none"> <li>ripple effect</li> <li>cultural</li> <li>decriminalisation</li> <li>police prioritisation</li> <li>unrecorded crime</li> <li>cultural change</li> <li>legal change</li> <li>procedural change</li> </ul>	Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society.



Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
	<b>AC1.4</b> Describe <b>media</b> representation of crime	<b>Media</b> <ul style="list-style-type: none"> <li>• newspaper</li> <li>• television</li> <li>• film</li> <li>• electronic gaming</li> <li>• social media (blogs, social networking)</li> <li>• music</li> </ul>	Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.
	<b>AC1.5</b> Explain the <b>impact</b> of media representations on the public perception of crime	<b>Impact</b> <ul style="list-style-type: none"> <li>• moral panic</li> <li>• changing public concerns and attitudes</li> <li>• perceptions of crime trends</li> <li>• stereotyping of criminals</li> <li>• levels of response to crime and types of punishment</li> <li>• changing priorities and emphasis</li> </ul>	Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.
	<b>AC1.6</b> Evaluate methods of collecting <b>statistics about crime</b>	<b>Evaluation criteria</b> <ul style="list-style-type: none"> <li>• reliability</li> <li>• validity</li> <li>• ethics of research</li> <li>• strengths and limitations</li> <li>• purpose of research</li> </ul> <b>Information about crime</b> <ul style="list-style-type: none"> <li>• Home Office statistics</li> <li>• crime survey for England and Wales</li> </ul>	Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Understand how campaigns are used to elicit change	<b>AC2.1</b> Compare <b>campaigns for change</b>	<b>Campaigns for change, e.g.</b> <ul style="list-style-type: none"> <li>• change in policy</li> <li>• change in law</li> <li>• change in priorities of agencies</li> <li>• change in funding</li> <li>• change in awareness</li> <li>• change in attitude</li> </ul>	Learners should be aware that campaigns for change may have different purposes. Learners should compare examples of campaigns for change and examine their effectiveness in achieving their objectives. Campaigns could include, for example, classification of drugs, euthanasia, abortion, smoking, etc.
	<b>AC2.2</b> Evaluate the effectiveness of <b>media</b> used in campaigns for change	<b>Media</b> <ul style="list-style-type: none"> <li>• blogs</li> <li>• viral messaging</li> <li>• social networking</li> <li>• advertising</li> <li>• radio</li> <li>• television</li> <li>• film</li> <li>• documentary</li> <li>• word of mouth</li> <li>• events</li> <li>• print</li> </ul>	Learners should have knowledge of the media and specific materials used in campaigns, and be able to evaluate their effectiveness in promoting a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO3</b> Plan campaigns for change relating to crime	<b>AC3.1</b> Plan a campaign for change relating to crime	<b>Plan</b> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• justification of choice of campaign</li> <li>• target audience</li> <li>• methods to be used</li> <li>• materials to be used</li> <li>• finances</li> <li>• timescales</li> <li>• resources needed</li> </ul>	Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.
	<b>AC3.2</b> Design materials for use in campaigning for change	<b>Design</b> <ul style="list-style-type: none"> <li>• structure of information</li> <li>• use of images or other accentuating features to capture attention</li> <li>• use of persuasive language</li> <li>• promotion of action</li> <li>• consideration of target audience</li> <li>• alignment with campaign</li> </ul>	Learners should consider the design of materials such as: <ul style="list-style-type: none"> <li>• leaflets</li> <li>• advertisements</li> <li>• posters</li> <li>• blogs</li> <li>• social network pages.</li> </ul>
	<b>AC3.3</b> Justify a campaign for change	<b>Justify</b> <ul style="list-style-type: none"> <li>• presentation of a case for action</li> <li>• use of evidence in support of a case</li> <li>• use of persuasive language</li> </ul>	Learners should justify the approach and the need for a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO1</b> Understand how crime reporting affects the public perception of criminality	<b>AC1.1</b> Analyse different types of crime	Describes types of crime using example/s. <b>(1-2)</b>	Analysis of types of crime using a range of relevant examples. <b>(3-4)</b>		
	<b>AC1.2</b> Explain the reasons that certain crimes are unreported	Reasons for unreported crimes are limited in explanation with few relevant examples. <b>(1-2)</b>	Clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples. <b>(3-4)</b>		
	<b>AC1.3</b> Explain the consequences of unreported crime	Limited explanation (may only list examples) of the consequences of unreported crime. <b>(1-2)</b>	Clear and detailed explanation (includes relevant examples) of the consequences of unreported crime. <b>(3-4)</b>		
	<b>AC1.4</b> Describe media representation of crime	Limited description of the media representation of crime. <b>(1-3)</b>	Detailed description of the media representation of crime including relevant examples. <b>(4-6)</b>		
	<b>AC1.5</b> Explain the impact of media representations on the public perception of crime	Limited explanation of the impact of media representations on the public perception of crime. <b>(1-3)</b>	Clear and detailed explanation of the impact of a range of media representations on the public perception of crime. <b>(4-6)</b>		

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO1</b> Understand how crime reporting affects the public perception of criminality	<b>AC1.6</b> Evaluate methods of collecting statistics about crime	Limited (may only list methods/sources of information) evaluation of methods of collecting information about crime.  <b>(1-3)</b>	Clear and detailed evaluation of a range of methods/sources of information used to collect information about crime with clear evidence of reasoning. Detailed and relevant reference to specific sources.  <b>(4-6)</b>		

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO2</b> Understand how campaigns are used to elicit change	<b>AC2.1</b> Compare campaigns for change	Limited awareness of campaigns for change. Evidence is mainly descriptive.  <b>(1-3)</b>	Some comparison of a range of campaigns for change. There are some links to planned campaigns to support decision making.  <b>(4-7)</b>	Clear and detailed comparison of a range of relevant campaigns for change. Explicit links to planned campaign with reference to specific and appropriate sources to support conclusions.  <b>(8-10)</b>	
	<b>AC2.2</b> Evaluate the effectiveness of media used in campaigns for change	Limited evaluation of the effectiveness of media used in campaigns for change. Evidence is mainly descriptive and limited in range.  <b>(1-5)</b>	Some evaluation of the effectiveness of a range of media used in relevant campaigns for change. Response is largely descriptive but includes some appropriate judgements.  <b>(6-10)</b>	Clear and detailed evaluation of effectiveness of a range of media used in relevant campaigns for change. Clear evidence of well-reasoned judgements to support conclusions.  <b>(11-15)</b>	

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO3</b> Plan campaigns for change relating to crime	<b>AC3.1</b> Plan a campaign for change relating to crime	Plan for campaign is limited in detail. Appropriate actions, sequences and time are briefly outlined. <b>(1-3)</b>	Plan for campaign has evidence of some appropriate actions in a relevant time sequence in some detail. <b>(4-7)</b>	Detailed and appropriate plan for change including clearly described actions in a relevant time sequence. <b>(8-10)</b>	
	<b>AC3.2</b> Design materials for use in campaigning for change	Materials are basic/simple in design. Limited clarity of purpose for the materials. <b>(1-5)</b>	Some evidence of materials which are designed with relevant content and which stimulate some interest. Some evidence of persuasive language and clarity of purpose. <b>(6-10)</b>	Attractive materials are designed with relevant content which stimulates interest. Evidence of persuasive language and clarity of purpose. Some evidence of technical skills. <b>(11-15)</b>	Well-designed attractive materials are presented. Content is appropriate for changing behaviour. Materials are visually and verbally stimulating and technically accurate. <b>(16-20)</b>
	<b>AC3.3</b> Justify a campaign for change	Limited justification of a campaign for change. Evidence is largely descriptive with few judgements. <b>(1-5)</b>	Some justification is well-reasoned. Response is largely descriptive but includes some appropriate judgements. Persuasive language is used. <b>(6-10)</b>	Clear and detailed justification which is well-reasoned. Conclusions are supported by relevant judgements including the use of persuasive language. <b>(11-15)</b>	

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

### **Task setting**

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the use of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

### **Task taking**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assessment and requirements of the unit. Details of specific controls will be given within the model assessment.
- Direction on requirements for direct supervision is provided in the model assignment.
- Guidance on collaboration, and where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

### **Task marking**

The centre must mark learners' assessment evidence against the mark bands for each assessment criteria. The mark bands describe the depth to which the assessment criterion has been achieved by the learner.



## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging visits to workplaces, for example, a local radio station, a TV station or a local newspaper to speak to journalists, or marketing and public relations managers to consider how news stories are created.
- Arranging talks by visiting speakers, for example, from a race relations group, a rape crisis centre, a disability advocacy group or a domestic violence unit to look at the experiences of victims of the types of crime.
- Carrying out a practical activity based around an observation or a placement with a charity or a community service group to see how the charity promotes its activities, supports members and makes its interests known to the wider public.

The following are examples of approaches to delivery which could be used to enhance the learners plan campaigns for change relating to crime:

#### **Example 1**

Shopkeepers have been complaining about a perceived increase in shoplifting and bad behaviour at a local shopping centre. They have associated it with a small group of youths who hang around in hooded tops on a Saturday. Learners will work with the security guards and the police to investigate the truth or otherwise of the traders' perception. Following an analysis of their findings, they plan a campaign to alert one or more relevant groups to change attitudes/perceptions/behaviours.

#### **Example 2**

Local women's groups are concerned about the development of a new housing project which is being built with a number of walkways and passages. They are concerned that this creates opportunities for sexual attacks and makes women vulnerable in their own homes. Learners will be asked to work with the local authority and the developers to consider how this development should be planned to support residents. Using their understanding of women's perception and fears of crime, learners will evaluate the genuine risks and plan a campaign for change. This could be, for example, to lobby the local authority for increased security or to change perceptions of the local community.

#### **Example 3**

Learners will visit Victim Support or any charity concerned with hate crime (learning disability and mental health advocacy groups may prove fruitful). They will learn more about the incidence of crime relating to these groups and how the groups attempt to raise awareness among the general public of the issues that they face in daily life.

#### **Example 4**

Learners could visit a large organisation to consider security issues within the company. What are the consequences of crime within the company? What is the incidence of such crime? How is crime dealt with? This would be of interest if the police were contacted to consider the crimes or misdemeanours of officers. Learners could then plan a campaign to gain support from police, increase security in the organisation or raise awareness amongst employees.

## Making contacts

Examples of organisations that may be approached to provide support include:

- Victim Support
- NACRO
- National Probation Service (Wales)
- commercial organisations
- police headquarters
- community police officers
- local political representatives
- local council representatives
- women's groups and other advocacy groups
- Neighbourhood Watch
- local statisticians and planners

## Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS), Key Skills, Functional Skills and Essential Skills (Wales).

## Resources

### Books

Mirrlees-Black C et al ***The 1998 British Crime Survey: England and Wales*** (Home Office, 1998) ISBN 9781840821833

Reiner (2002) ***Media Made Criminality*** Reiner, Robert and Maguire, Mike and Morgan, Rod, (eds.)

***The Oxford Handbook of Criminology***. Oxford University Press, Oxford, UK, pp. 302-340. ISBN 9780199256099 <http://www.sociology.org.uk/as4mm4b.pdf>

Hobbs D (1995) ***Bad Business: Professional Crime in Modern Britain*** OUP ISBN 978-0-19-825848-3

Bowling B, Phillips C (2002) ***Racism, Crime and Justice*** (Longman Criminology Series) ISBN 0582 299665

### Websites

Crime Statistics for England and Wales [www.crimestatistics.org.uk](http://www.crimestatistics.org.uk)

Crime Survey for England and Wales <http://www.crimesurvey.co.uk>

BBC News story <http://news.bbc.co.uk/1/hi/uk/6224245.stm>

Glasgow Media Group <http://www.glasgowmediagroup.org>

### Journals

British Journal of Criminology

British Society of Criminology

## 5.2 Unit 2: Criminological Theories

### WJEC unit entry code

	English Medium	Welsh Medium
Written assessment	454 3UB	454 3N2
on-screen assessment	454 3UA	454 3NA

**Guided learning hours**      90

### Aim and purpose

The purpose of this unit is for learners 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 are used to set policy.

### Unit introduction

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each? How can these theories be applied to real life scenarios and real life crimes?

Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

At the end of this unit you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. You will understand how changes in criminological theory have influenced policy. You will also have gained the skills to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory.

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand social constructions of criminality	<b>AC1.1</b> Compare <b>criminal behaviour</b> and <b>deviance</b>	<b>Criminal behaviour</b> <ul style="list-style-type: none"> <li>• social definition</li> <li>• legal definition</li> <li>• formal sanctions against criminals</li> <li>• variety of criminal acts</li> </ul> <b>Deviance</b> <ul style="list-style-type: none"> <li>• norms, moral codes and values</li> <li>• informal and formal sanctions against deviance</li> <li>• forms of deviance</li> </ul>	Learners should have understanding of: <ul style="list-style-type: none"> <li>• how criminality and deviance is defined</li> <li>• acts that are criminal</li> <li>• acts that are deviant</li> <li>• acts that are both criminal and deviant</li> <li>• the implications of committing a criminal and/or deviant act.</li> </ul> <p><i>Synoptic links:</i> Learners should also understand the impact of reporting on public perceptions of crime and deviance.</p>
	<b>AC1.2</b> Explain the <b>social construction</b> of criminality	<b>Social construction</b> <ul style="list-style-type: none"> <li>• how laws change from culture to culture</li> <li>• how laws change over time</li> <li>• how laws are applied differently according to circumstances in which actions occur</li> <li>• why laws are different according to place, time and culture</li> </ul>	<p><i>Synoptic links:</i> Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</p>

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Know theories of criminality	<b>AC2.1</b> Describe <b>biological theories</b> of criminality	<b>Biological theories</b> <ul style="list-style-type: none"> <li>genetic theories</li> <li>physiological theories</li> </ul>	Learners should have knowledge of a range of genetic theories, such as: <ul style="list-style-type: none"> <li>Jacobs xyy study</li> <li>twin and adoption studies</li> </ul> Learners should have knowledge of a range of physiological theories, e.g. <ul style="list-style-type: none"> <li>Lombroso</li> <li>Sheldon</li> </ul>
	<b>AC2.2</b> Describe <b>individualistic theories</b> of criminality	<b>Individualistic theories</b> <ul style="list-style-type: none"> <li>learning theories</li> <li>psychodynamic</li> <li>psychological theories</li> </ul>	Learners should have knowledge of a range of theories, e.g. <ul style="list-style-type: none"> <li>Bandura</li> <li>Eysenck</li> <li>Freud</li> </ul>
	<b>AC2.3</b> Describe <b>sociological theories</b> of criminality	<b>Sociological theories</b> <ul style="list-style-type: none"> <li>social structure</li> <li>interactionism</li> <li>realism</li> </ul>	Learners should be able to summarise the key points of a range of theories, e.g. <ul style="list-style-type: none"> <li>Marxism</li> <li>labelling</li> <li>functionalism</li> <li>left and right realism</li> </ul>
<b>LO3</b> Understand causes of criminality	<b>AC3.1</b> Analyse <b>situations</b> of criminality	<b>Situations relating to:</b> <ul style="list-style-type: none"> <li>different types of crime</li> <li>individual criminal behaviour</li> </ul>	Learners should have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc. <p>Learners should be able to analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p>
	<b>AC3.2</b> Evaluate the effectiveness of <b>criminological theories</b> to explain causes of criminality	<b>Criminological theories</b> <ul style="list-style-type: none"> <li>individualistic</li> <li>biological</li> <li>sociological</li> </ul>	Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO4</b> Understand causes of policy change	<b>AC4.1</b> Assess the use of <b>criminological theories</b> in informing <b>policy development</b>	<b>Criminological theories</b> <ul style="list-style-type: none"> <li>• individualistic</li> <li>• biological</li> <li>• sociological</li> </ul> <b>Policy development</b> <ul style="list-style-type: none"> <li>• informal policy making</li> <li>• formal policy making <ul style="list-style-type: none"> <li>○ crime control policies</li> <li>○ state punishment policies</li> </ul> </li> </ul>	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.
	<b>AC4.2</b> Explain how <b>social changes</b> affect policy development	<b>Social changes</b> <ul style="list-style-type: none"> <li>• social values, norms and mores</li> <li>• public perception of crime</li> <li>• structure of society <ul style="list-style-type: none"> <li>○ demographic changes</li> </ul> </li> <li>• cultural changes</li> </ul>	Learners should have an understanding of social changes and how they have affected policy development.
	<b>AC4.3</b> Discuss how <b>campaigns</b> affect policy making	<b>Campaigns</b> <ul style="list-style-type: none"> <li>• newspaper campaigns</li> <li>• individual campaigns</li> <li>• pressure group campaigns</li> </ul>	<u>Synoptic links:</u> Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.

## Assessment

This unit is externally assessed. The external assessment will be available in **June** of each year. The specification for the external assessment is as follows:

*Duration:* 1 hour and 30 minutes

*Number of marks:* 75

*Weightings of Learning Outcomes:*

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>
<b>%</b>	<b>15%-25%</b>	<b>15%-25%</b>	<b>25%-35%</b>	<b>25%-35%</b>
<b>Marks</b>	<b>11-19</b>	<b>11-19</b>	<b>19-26</b>	<b>19-26</b>

*Grading:* A-E

*Format:* Short and extended answer questions based around three scenarios. Learners will be expected to apply their knowledge and understanding gained from **Unit 1: Changing Awareness of Crime**.

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging visits to workplaces with which they are familiar, for example, a school or college or an organisation such as an office, to consider who makes the rules by which all individuals must abide and to consider how those rules are applied.
- Arranging talks by visiting speakers, for example a psychologist working within an agency such as a drug rehabilitation centre or a prison officer looking at how policies are applied.
- Carrying out a practical activity centred around a work-based scenario such as a questionnaire designed to investigate which rules people break and why they are prepared to break those particular rules.

The following are examples of approaches to delivery which could be used to enhance the learners' ability to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 and criminological theories to examine how they are used to set policy.

#### **Example 1**

There is a group of young people who hang around a local bus shelter and car park. They are annoying and intimidating residents. Learners may be asked to consider why this behaviour is occurring and to suggest why residents are expressing concern. Using their understanding of the relationship between theory and policy, they are required to work with representatives of the local community to recommend solutions that are acceptable, both to the young people and to the residents who are expressing concern.

#### **Example 2**

A local public house has developed a serious reputation for organised crime such as handling stolen goods. There are concerns that younger people may be attracted to this activity. Learners would need to consider how this behaviour has originated using more than one theoretical perspective. Learners could work with the local police to discuss strategies for either the eradication or the control of such behaviour.

#### **Example 3**

Learners review a campaign for a change in policy that was organised by a pressure group. They apply their understanding of criminological theories to assess the credibility of the campaign content and objectives. They propose alternative approaches, based on their theoretical understanding.

### **Making contacts**

Examples of organisations that may be approached to provide support include:

- local political representatives
- local council representatives
- Neighbourhood Watch
- community police officers
- practising psychologists (drug rehabilitation, housing association)
- human resources managers
- relevant pressure groups



## Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS), Key Skills, Functional Skills and Essential Skills (Wales).

## Resources

### Books

Wilson J Q and Herrnstein R J ***Crime & Human Nature: The Definitive Study of the Causes of Crime*** (Free Press, 1998) ISBN 9780684852669

Muncie J and McLaughlin E (editors) ***The Problem of Crime*** (Sage Publications Ltd, 2001) ISBN 9780761969716

Becker H S ***Outsiders: Studies in Sociology of Deviance*** (Simon & Schuster Ltd, 1997) ISBN 9780684836355

Swale J (2007) ***Sociology of Crime & Deviance*** (Philip Allan Updates) ISBN 9781844896332

### Websites

YouTube explanations of social views of crime:

<http://www.youtube.com/watch?v=XU-nWtmXnKE>

<http://www.youtube.com/watch?v=r-UBjL1zlgM>

<http://www.youtube.com/watch?v=T3LGxbxGhbg&feature=related>

Criminological Theory (Florida State University) [www.criminology.fsu.edu](http://www.criminology.fsu.edu)

Psychology of crime <http://www.holah.karoo.net/alevel/crime.htm>

Blogs and articles on psychology of crime <http://www.psychologytoday.com/topics/law-and-crime>

### Other resources

The Crime and Deviance Channel

[http://www.sociology.org.uk/cc\\_channel\\_subscriptions.htm](http://www.sociology.org.uk/cc_channel_subscriptions.htm)

## 5.3 Unit 3: Crime Scene to Courtroom

**WJEC unit entry code** [English Medium - 454 3U3]  
[Welsh Medium - 454 3N3]

**Guided learning hours** 90

### Aim and purpose

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.

### Unit introduction

What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial?

The criminal trial process involves many different people and agencies. Learning about the roles of these will give you a clearer insight into what happens once a crime is detected and the process that leads to either a guilty or non-guilty verdict. There are strict rules as to how evidence is collected from a crime scene and also strict rules governing the giving of evidence in court; learning about these rules will allow you to review the trial process and assess whether the aims of the criminal justice system have been met. You may be familiar with the role of the jury in the Crown Court, but you may not be aware of the many different factors that influence jury decision-making. By undertaking this unit, you will be able to assess the use of lay people in determining the fate of a suspect and evaluate the criminal trial process from crime scene to courtroom.

A miscarriage of justice occurs when an innocent person goes to prison and when the guilty person is still free and unpunished. At the end of this unit you will have gained the skills to review criminal cases, evaluating the evidence in the cases to determine whether the verdict is safe and just.

Unit 3 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand the process of criminal investigations	<b>AC1.1</b> Evaluate the effectiveness of the roles of <b>personnel</b> involved in criminal investigations	<b>Personnel</b> <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>	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: <ul style="list-style-type: none"> <li>• cost</li> <li>• expertise</li> <li>• availability</li> </ul>
	<b>AC1.2</b> Assess the usefulness of investigative <b>techniques</b> in <b>criminal investigations</b>	<b>Techniques</b> <ul style="list-style-type: none"> <li>• forensic</li> <li>• surveillance techniques</li> <li>• profiling techniques</li> <li>• use of intelligence databases, e.g. National DNA Database</li> <li>• interview <ul style="list-style-type: none"> <li>○ eye witnesses</li> <li>○ other witnesses, e.g. experts</li> </ul> </li> <li>• observation, etc.</li> </ul> <b>Criminal investigations</b> <ul style="list-style-type: none"> <li>• situations <ul style="list-style-type: none"> <li>○ crime scene</li> <li>○ laboratory</li> <li>○ police station</li> <li>○ 'street'</li> </ul> </li> <li>• types of crime <ul style="list-style-type: none"> <li>○ violent crime</li> <li>○ e-crime</li> <li>○ property crime</li> </ul> </li> </ul>	Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.

Unit 3 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
	<b>AC1.3</b> Explain how <b>evidence</b> is <b>processed</b>	<b>Types of evidence</b> <ul style="list-style-type: none"> <li>• physical evidence</li> <li>• testimonial evidence</li> </ul> <b>Process</b> <ul style="list-style-type: none"> <li>• collection</li> <li>• transfer</li> <li>• storage</li> <li>• analysis</li> <li>• personnel involved</li> </ul>	<p>Learners should have an understanding of the different types of evidence and how they are collected and processed.</p> <p>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>
	<b>AC1.4</b> Examine the rights of <b>individuals</b> in criminal investigations	<b>Individuals</b> <ul style="list-style-type: none"> <li>• suspects</li> <li>• victims</li> <li>• witnesses</li> </ul>	Learners should consider the rights of all individuals from investigation through to appeal.

Unit 3 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Understand the process for prosecution of suspects	<b>AC2.1</b> Explain the <b>requirements</b> of the Crown Prosecution Service (CPS) for prosecuting suspects	<b>Requirements</b> <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>	Learners should have an understanding of the role of the CPS. Learners should explain the evidential and public interest tests in the decision to prosecute.
	<b>AC2.2</b> Describe trial <b>processes</b>	<b>Processes</b> <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>	Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved.
	<b>AC2.3</b> Understand <b>rules</b> in relation to the use of <b>evidence</b> in criminal cases	<b>Rules of evidence</b> <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>	Learners should have an understanding of how evidence is used in court.
	<b>AC2.4</b> Assess key <b>influences</b> affecting the outcomes of criminal cases	<b>Influences</b> <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>	Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.
	<b>AC2.5</b> Discuss the use of <b>laypeople</b> in criminal cases	<b>Laypeople</b> <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.

Unit 3 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO3</b> Be able to review criminal cases	<b>AC3.1</b> Examine <b>information</b> for validity	<b>Examine for</b> <ul style="list-style-type: none"> <li>• bias</li> <li>• opinion</li> <li>• circumstances</li> <li>• currency</li> <li>• accuracy</li> </ul> <b>Information</b> <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>	Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of criteria.
	<b>AC3.2</b> Draw <b>conclusions</b> from information	<b>Conclusions</b> <ul style="list-style-type: none"> <li>• just verdicts</li> <li>• miscarriage</li> <li>• safe verdict</li> <li>• just sentencing</li> </ul>	Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence.

Unit 3 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO1</b> Understand the process of criminal investigations	<b>AC1.1</b> Evaluate the effectiveness of the roles of personnel involved in criminal investigations	Limited evaluation of the effectiveness of the relevant roles. Response is largely descriptive and may only be a list of personnel involved. <b>(1-3)</b>	Some evaluation of the effectiveness of relevant roles. Description of the roles of personnel involved is also evident. <b>(4-7)</b>	Clear and detailed evaluation of the effectiveness of roles. The personnel involved are clearly discusses in terms of potential limitations. <b>(8-10)</b>	
	<b>AC1.2</b> Assess the usefulness of investigative techniques in criminal investigations	A largely descriptive response with very limited, basic/simple assessment. At the lower end, investigative techniques may be simply listed. <b>(1-5)</b>	Limited evidence of relevant assessment of the use of investigative techniques. At the lower end, some investigative techniques are described. <b>(6-10)</b>	A range of investigative techniques are used to make some assessment of their usefulness in criminal investigations. <b>(11-15)</b>	Clear and detailed assessment is made of a wide range of investigative techniques. <b>(16-20)</b>
	<b>AC1.3</b> Explain how evidence is processed	Basic response that may only list procedures or mention case studies. <b>(1-3)</b>	Clear and detailed explanation of how evidence is processed using relevant examples. <b>(4-6)</b>		
	<b>AC1.4</b> Examine the rights of individuals in criminal investigations	The rights of individuals in criminal investigations are simply listed or may have limited description. <b>(1-3)</b>	The rights of individuals in criminal investigations are clearly examined. <b>(4-6)</b>		

Unit 3 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO2</b> Understand the process for prosecution of suspects	<b>AC2.1</b> Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects	A simple/basic explanation of the CPS with little or no reference to the prosecution of suspects. <b>(1-2)</b>	Detailed explanation including clear and relevant examples of the requirements (tests) of the CPS in prosecuting suspects. <b>(3-4)</b>		
	<b>AC2.2</b> Describe trial processes	A simple/basic description of trial processes and/or personnel involved. May only be a list. <b>(1-2)</b>	Describes in some detail the stages of the trial process, including the personnel involved. <b>(3-4)</b>		
	<b>AC2.3</b> Understand rules in relation to the use of evidence in criminal cases	A simple/basic understanding of the rules in relation to the use of evidence in criminal cases. <b>(1-2)</b>	Detailed understanding of the rules in relation to the use of evidence in criminal cases. <b>(3-4)</b>		
	<b>AC2.4</b> Assess key influences affecting the outcomes of criminal cases	Key influences affecting the outcomes of criminal cases are largely described. <b>(1-3)</b>	Understanding of the key factors affecting the outcomes of criminal cases is shown and some assessment made of their impact. <b>(4-7)</b>	Assesses key influences affecting the outcomes of criminal cases. There is clear and detailed understanding of their impact. <b>(8-10)</b>	



Unit 3 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
	<b>AC2.5</b> Discuss the use of laypeople in criminal cases	A basic/simple description of juries and magistrates.  <b>(1-3)</b>	The use of laypeople (juries and magistrates) are discussed fully in relation to their strengths and weaknesses in criminal cases. <b>(4-6)</b>		
<b>LO3</b> Be able to review criminal cases	<b>AC3.1</b> Examine information for validity	Limited information sources are described (listed at the lower end). At the top end, some information sources are discussed in relation to validity.  <b>(1-5)</b>	A range of information sources are examined and reviewed in terms of their validity. At the bottom end, the range of information sources and/or the review will be limited. <b>(6-10)</b>	Detailed examination of a relevant range of information sources. There is a clear review of their suitability in terms of validity.  <b>(11-15)</b>	
	<b>AC3.2</b> Draw conclusions from information	Draws conclusions on criminal cases. Conclusions may be mainly subjective, with limited evidence used in support.  <b>(1-5)</b>	Draws some objective conclusions on criminal cases, using some evidence and reasoning in support of conclusions.  <b>(6-10)</b>	Draws objective conclusions on criminal cases, using evidence and clear reasoning/argument in support of conclusions.  <b>(11-15)</b>	

## **Assessment**

### **Requirements for centres**

This unit is internally assessed and externally moderated. All assessment must be conducted under controlled assessment conditions and controls have been determined for each stage of the assessment process: task setting, task taking and task marking.

#### **Task setting:**

To assist centres in the assessment of this unit, WJEC has provided a model assignment, along with guidance and criteria related to its use. The model assignment consists of tasks that are applied and holistic in their approach. Model assignments are designed so that they can be used as they are or adapted by centres to fit with the local sector needs and allow the use of local resources available to the centre. The model assignment includes information on which aspects of the assignment can be adapted.

#### **Task taking:**

Under the process of task taking, controls are set for the key aspects of time, resources, supervision and collaboration.

- The time taken will be specified within the model assignment.
- Resources must be provided that give learners fair and full access to the marking criteria and are appropriate for the assignment and requirements of the unit. Details of specific controls will be given within the model assignment.
- Direction on requirements for direct supervision is provided in the model assignment.
- Guidance on collaboration, where it is permitted, will be given with the model assignment.

Within WJEC model assignments, timing may be suggested for some individual tasks within the overall assessment time. The purpose is to give centres additional guidance to help to manage the assessment task.

#### **Task marking:**

The centre must mark learners' assessment evidence against the assessment criteria and marks available. The mark bands describe the depth to which the assessment criteria has been achieved by the learner.

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging visits to workplaces, for example, a local magistrates' court and Crown Court, a police station, Crown Prosecution Service (CPS) offices, or barristers' chambers to see the roles they play in the criminal trial process.
- Carrying out a practical activity based around a work-based scenario such as acting as a Crown Prosecutor and working on a criminal case and exploring both the public interest and evidential tests to determine prosecution.
- Arranging talks by visiting speakers, for example: Crown Prosecution Service (CPS) solicitor to look at the tests they employ when deciding whether to prosecute a suspect; a CID Officer to discuss the various techniques and aids available when carrying out an investigation; or a Scenes of Crime Officer to look at how evidence gathering is carried out.

The following are examples of approaches to delivery which could be used to enhance the learners' understanding to examine information to review the justice of verdicts in criminal cases.

#### **Example 1**

A dead body has been discovered next to a public toilet block in the local park; the man had been stabbed and there was a bloody fingerprint and several trails of blood discovered on initial investigation. The dead man appears to fit the description of a man reported missing by his wife the previous evening. Learners may be asked to consider: the forensic opportunities that are present at this stage; what the next steps would be in this investigation; and the agencies that would need to be involved to investigate this crime. Using their understanding of the roles of those who work within a criminal investigation and the retrieval of evidence from a crime scene, learners are required to work with representatives from the police and scientific support to understand whether the process of the criminal investigation has been carried out properly.

#### **Example 2**

A group of final year Law students at a local University are running an 'Innocence Project' to look into cases where the convicted person claims to be innocent and have been wrongly convicted. Learners will work with the students to review the evidence in the cases and to determine whether the conviction was safe and reliable, and to make recommendations for appeal in those that are felt to be unsafe.

#### **Example 3**

A case has come into the local Crown Prosecution Service (CPS) office; it is the death of a terminally ill lady by her husband, who claims that he killed her to end her suffering. The man has been charged with her murder. Learners will work with the CPS caseworkers and solicitor and apply the Full Code Test to determine the evidential and public interest factors in prosecuting the man.

## **Making contacts**

Examples of organisations that may be approached to provide support include:

- magistrates' court
- Crown Court
- Crown Prosecution Service (CPS)
- police
- barristers and solicitors
- scientific support/scenes of crime officers
- pathologist
- HM Revenue & Customs

## **Skills**

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## **Resources**

### **Books**

Gardner R and Bevel T (2009) ***Practical Crime Scene Analysis and Reconstruction (Practical Aspects of Criminal & Forensic Investigations)*** Taylor and Francis group ISBN 9781420065510

Ebisike, Norbert (October 2008). ***Offender Profiling in the Courtroom: The Use and Abuse of Expert Witness Testimony*** Greenwood Publishing Group. ISBN 9780313362101.

### **Websites**

<http://www.exploreforensics.co.uk/> Explore Forensics

## 5.4 Unit 4: Crime and Punishment

### WJEC unit entry code

	English Medium	Welsh Medium
Written assessment	454 3UD	454 3N4
on-screen assessment	454 3UC	454 3NC

**Guided learning hours**      90

### Aim and purpose

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.

### Unit introduction

Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? What organisations do we have in our society to control criminality or those who will not abide by the social rules that most of us follow? We spend a great deal of taxpayers' money on social control, so how effective are these organisations in dealing with criminality?

Most people in our society are law-abiding and unwilling to break laws. Law-breaking is frequently of the petty variety, so serious crime and repeat offending is often restricted to a few people who cannot or will not abide by the rules that most of us consider to be so important. Society has had to develop a complex system of mechanisms, processes and organisations to ensure that people do not break the law. If they do commit crime, society needs to be protected from their behaviour. These social institutions each have different mechanisms, ideologies and policies. You will learn something of their variety, how they work and their effectiveness in preventing and protecting us from criminality.

Through this unit, you will learn about the criminal justice system in England and Wales and how it operates to achieve social control. You will have gained an understanding of the organisations which are part of our system of social control and their effectiveness in achieving their objectives. As such, you will be able to evaluate the effectiveness of the process of social control in delivering policy in different contexts.

Unit 4 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand the criminal justice system in England and Wales	<b>AC1.1</b> Describe <b>processes</b> used for law making	<b>Processes</b> <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.  <u>Synoptic links:</u> <i>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.</i>
	<b>AC1.2</b> Describe the organisation of the <b>criminal justice system</b> in England and Wales	<b>Criminal justice system</b> <ul style="list-style-type: none"> <li>• police</li> <li>• law creation</li> <li>• courts</li> <li>• formal punishment</li> <li>• relationships</li> </ul>	Learners should have knowledge of the organisation and role of the agencies involved in criminal justice. Learners should also consider the relationships between different agencies and the extent of co-operation that exists.  <u>Synoptic links:</u> <i>Learners should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Learners can also draw on their learning of campaigns and changes in policy learned in Unit 1.</i>
	<b>AC1.3</b> Describe <b>models of criminal justice</b>	<b>Models of criminal justice</b> <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.  <u>Synoptic links:</u> <i>Learners will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models.</i>

Unit 4 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Understand the role of punishment in a criminal justice system	<b>AC2.1</b> Explain <b>forms of social control</b>	<b>Forms of social control</b> <ul style="list-style-type: none"> <li>• internal forms <ul style="list-style-type: none"> <li>○ rational ideology</li> <li>○ tradition</li> <li>○ internalisation of social rules and morality</li> </ul> </li> <li>• external forms <ul style="list-style-type: none"> <li>○ coercion</li> <li>○ fear of punishment</li> </ul> </li> <li>• control theory <ul style="list-style-type: none"> <li>○ reasons for abiding by the law</li> </ul> </li> </ul>	Candidates should have an understanding of different forms of social control with reference to theory.  <u>Synoptic links:</u> <i>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.</i>
	<b>AC2.2</b> Discuss the <b>aims of punishment</b>	<b>Aims of punishment</b> <ul style="list-style-type: none"> <li>• retribution</li> <li>• rehabilitation</li> <li>• deterrence <ul style="list-style-type: none"> <li>○ prevention of reoffending</li> <li>○ deterrence of others from committing similar crimes</li> </ul> </li> <li>• public protection</li> <li>• reparation</li> </ul>	Learners should be able to explain each of the aims of punishment.  <u>Synoptic links:</u> <i>Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.</i>
	<b>AC2.3</b> Assess how <b>forms of punishment</b> meet the aims of punishment	<b>Forms of punishment</b> <ul style="list-style-type: none"> <li>• imprisonment</li> <li>• community</li> <li>• financial</li> <li>• discharge</li> </ul>	Candidates should be able to assess how different forms of punishment meet the aims of punishment.  <u>Synoptic links:</u> <i>Learners should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence based conclusions.</i>

Unit 4 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO3</b> Understand measures used in social control	<b>AC3.1</b> Explain the <b>role</b> of <b>agencies</b> in social control	<p><b>Role</b></p> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• funding</li> <li>• philosophy</li> <li>• working practices               <ul style="list-style-type: none"> <li>○ types of criminality</li> <li>○ types of offenders</li> <li>○ reach (local, national)</li> </ul> </li> </ul> <p><b>Agencies</b></p> <ul style="list-style-type: none"> <li>• government-sponsored agencies               <ul style="list-style-type: none"> <li>○ police</li> <li>○ CPS</li> <li>○ judiciary</li> <li>○ prisons</li> <li>○ probation</li> </ul> </li> <li>• charities</li> <li>• pressure groups</li> </ul>	<p>Candidates should be able to identify agencies involved with social control and explain their role in achieving social control.</p> <p><i>Synoptic links:</i>  <i>Learners can apply their understanding from Unit 3 to this criterion.</i></p>
	<b>AC3.2</b> Describe the <b>contribution</b> of agencies to achieving social control	<p><b>Contribution</b></p> <ul style="list-style-type: none"> <li>• tactics and measures used by agencies               <ul style="list-style-type: none"> <li>○ environmental                   <ul style="list-style-type: none"> <li>▪ design</li> <li>▪ gated lanes</li> </ul> </li> <li>○ behavioural                   <ul style="list-style-type: none"> <li>▪ ASBO</li> <li>▪ token economy</li> </ul> </li> <li>○ institutional</li> <li>○ disciplinary procedures                   <ul style="list-style-type: none"> <li>▪ rule making</li> <li>▪ staged/phased</li> </ul> </li> </ul> </li> <li>• gaps in state provision</li> </ul>	<p>Candidates should understand the range of techniques used by the agencies and be able to examine their contribution.</p> <p><i>Synoptic links:</i></p> <p><i>Learners should apply their understanding of:</i></p> <ul style="list-style-type: none"> <li>• <i>policy and campaigns from Unit 1</i></li> <li>• <i>criminological theories from Unit 2</i></li> <li>• <i>the processes used to bring an accused to justice in Unit 3</i></li> </ul> <p><i>to the role of the different agencies.</i></p>



Unit 4 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
	<b>AC3.3</b> Examine the <b>limitations</b> of agencies in achieving social control	<b>Limitations</b> <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>Learners should understand the limitations of social control agencies and able to examine the implications of these limitations.</p> <p><i>Synoptic links:</i>  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>
	<b>AC3.4</b> Evaluate the effectiveness of <b>agencies</b> in achieving social control	<b>Agencies</b> <ul style="list-style-type: none"> <li>• government sponsored agencies <ul style="list-style-type: none"> <li>○ police</li> <li>○ CPS</li> <li>○ judiciary</li> <li>○ prisons</li> <li>○ probation</li> </ul> </li> <li>• charities</li> <li>• pressure groups</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><i>Synoptic links:</i>  Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:</p> <ul style="list-style-type: none"> <li>• bias</li> <li>• opinion</li> <li>• circumstances</li> <li>• currency</li> <li>• accuracy</li> </ul> <p><i>The types of evidence, as set out in Unit 3, include:</i></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>

## Assessment

This unit is externally assessed. The external assessment will be available in **June** of each year. The specification for the external assessment is as follows:

*Duration:* 1 hour and 30 minutes

*Number of marks:* 75

*Weightings of Learning Outcomes*

	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>
<b>%</b>	<b>25%-35%</b>	<b>30%-40%</b>	<b>35%-45%</b>
<b>Marks</b>	<b>19-26</b>	<b>23-30</b>	<b>26-34</b>

*Grading:* A-E

*Format:* short and extended answer questions based around applied scenarios

## **Guidance for Delivery**

### **Making teaching vocationally relevant**

It is important that learners recognise that the knowledge and understanding they develop are vocationally relevant. There are a number of ways in which this can be achieved:

- Arranging visits to workplaces, for example, courts, police stations, Parliament, regional assemblies, councils and local organisations, including charities, which support the disaffected, criminal and excluded.
- Arranging talks by visiting speakers, for example, from courts, police stations, Parliament, regional assemblies, councils and local charity bodies dealing with the disaffected, criminal and excluded.
- Carrying out a practical activity based around an observation or a placement with a charity or a community service group to see how policy translates into practice within an organisation.

The following are examples of approaches to delivery which could be used to enhance learners' ability to evaluate the effectiveness of the process of social control in delivering policy in practice.

#### **Example 1**

Learners conduct an investigation into pastoral and disciplinary groups within a school or college to understand how rule-breaking is managed and controlled. Learners will consider the effectiveness of policy decisions in controlling anti-social behaviour. A visit to the special education department to consider positive reward strategies may be of considerable value. How is the potential for anti-social behaviour identified before it occurs and what strategies are used to defuse tension and aggression?

#### **Example 2**

Learners visit an airport, a theme park, a football match or any other situation where there are large groups of people, to look at how behaviour is managed. They will therefore consider the strategies used by the authorities to maintain control. Learners will work with the security organisations to recognise the strategies that may be employed to prevent anti-social or disruptive behaviour. They may wish to consider the responses of the public to see how they react to the application of control.

#### **Example 3**

Mature learners may benefit from personal experience when considering how behaviours are managed in situations that are socially and emotionally volatile such as in pubs or clubs. How is the potential for anti-social behaviour identified before it occurs and what strategies are used to defuse tension and aggression?

## Making contacts

Examples of organisations that may be approached to provide support include:

- community police officers
- local airports
- courts
- theme parks
- organisers of sport fixtures
- regional assemblies (for security arrangements)
- social venues where alcohol may be consumed
- charities and community groups

## Skills

This unit provides opportunities for learners to develop a range of skills. Appendix 2 in the specification shows the links to Personal, Learning and Thinking Skills (PLTS) Key Skills, Functional Skills and Essential Skills (Wales).

## Resources

### Books

Kelling L and Coles C M ***Fixing Broken Windows: Restoring Order and Reducing Crime in Our Communities*** (Simon and Schuster Inc, 1998) ISBN 9780684837383

Martin Innes (2003) ***Understanding social control: Deviance, crime and social order***  
McGraw Hill ISBN 0335209408

### Websites

[http://www.antisocialbehaviour.org.uk/news-worthy/2006/respect\\_agenda.php](http://www.antisocialbehaviour.org.uk/news-worthy/2006/respect_agenda.php) Anti-Social Behaviour

[www.civitas.org.uk](http://www.civitas.org.uk) The Institute for the Study of Civil Society

### Journals

Civil Liberties Review

## 6 ENTRY PROCEDURE

WJEC Level 3 Applied Diploma in Criminology will be available for certification from June 2017.

Thereafter, each qualification will be available for certification each June.

Centres planning to offer this qualification must be registered as an accredited WJEC centre. For details on the application and accreditation, centres should contact WJEC.

Entries for the June series must be submitted no later than 21 February.

### Unit entry

Entry for individual units must be made by submitting the relevant unit codes as indicated on each unit of the specification.

### Qualification entry

Learners will be entered for the qualification when entering for aggregation (cash-in). Aggregation does not take place automatically; it is necessary to enter the relevant code for aggregation to take place.

### Entry Codes

		English Medium	Welsh Medium
Unit 1	Written assessment	4543U1	4543N1
Unit 2	Written assessment	4543UB	4543NB
	on-screen assessment	4543UA	4543NA
Unit 3	Written assessment	4543U3	4543N3
Unit 4	Written assessment	4543UD	4543ND
	on-screen assessment	4543UC	4543NC

### Cash in Codes

	English Medium	Welsh Medium
Diploma	4543QD	4543CD
Certificate	4543QC	4543CC

## 7 EXTERNAL MODERATION

The consistency of assessment practices and decisions across centres will be assured through the external moderation of a sample of work.

Each centre will have access to a consultative moderator. The consultative moderator will be available to discuss assessment requirements with centres.

Postal moderation will take place each year in June. For each series where learners are entered, centres will submit a sample, according to the formula below.

<i>Total number of candidates</i>	<i>Work to be submitted (Numbers relate to alphabetical order)</i>
1 - 10	All
11 - 19	First and every second (1, 3, 5, 7, etc) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting the spread of marks) to make a total sample of 10
20 - 45	First and every fifth (1, 6, 11, 16, etc) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10
46 - 99	First and every eleventh (1, 12, 23, 34, etc) <b>plus</b> the lowest scoring* folder and additional folders as necessary (reflecting a spread of marks) to make a total sample of 10

\* *The score is based upon the points the learners obtain for each of the units being submitted for moderation.*

Centres should ensure they keep all learner portfolios not sent to the moderator in their possession for two months after the closing date for sending samples for moderation. WJEC may require all portfolios for moderation and centres must be able to comply immediately with such a request.

Centres should submit a sample for **each unit** that includes:

- the controlled assignment brief used to set the assessment activity
- a controlled assessment activities sheet, completed and signed by the assessor, to confirm that the controls for the unit, including authenticity of evidence, have been applied
- completed mark record sheets, outlining which mark bands are met by the evidence
- all evidence produced by learners in completion of the controlled assessment, annotated appropriately by the assessor

Moderators will review all evidence presented to ensure standards are aligned. Evidence will be judged against the following criteria:

- task setting – were tasks set within the controls set by WJEC in the model assignment?
- task taking – is there evidence that tasks were completed under the controlled conditions set out in the model assignment?
- mark bands – does the evidence support assessor's judgement of a learner against national standards?
- annotation – is the evidence produced by learners appropriately annotated?
- authentication- is it clear that the evidence submitted was authentically produced by the learner?
- standardisation – is there evidence of effective standardisation/internal quality assurance within the centre?

### **Timetable**

Samples of work must be submitted for external moderation, and related mark sheets returned to WJEC, by 15 May. Centres will need to ensure that internal submission dates are set sufficiently in advance of this to allow for authentication, assessment and standardisation.

### **Feedback**

The outcome of moderation will be either to accept or amend a centre's assessment decisions. Guidance on actions needed before resitting of specified units at a subsequent moderation series will be also be provided.

Feedback will be provided in a moderator's report for each certification title, covering the units entered by the centre, which will be accessible on WJEC's secure website. The report will address the criteria referred to above.

A report by the Principal Moderator will also be provided for each series.

## 8 AWARDING AND REPORTING

Awarding and reporting of results in WJEC Level 3 Applied Certificate and Diploma in Criminology will take place in August of each year.

A **Qualification Certificate**, issued at a later date, will confirm the:

- title
- level
- grade of qualification (A(\*)-E)
- unit titles contributing to the qualification



## 9 ACCESS AND SPECIAL CONSIDERATION

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that, normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

- (a) the choice of units and qualifications available; and
- (b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document '*Access Arrangements and Reasonable Adjustments*'. This document is available on the JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

## 10 POST-RESULTS SERVICES

If a centre wishes to query the outcome of the moderation and/or examination process this must be done formally by the head of the centre, notifying WJEC within 21 days of the publication of results.

The examination or sample of work submitted for moderation will be reviewed by a moderator/examiner not involved in the original process, and the centre informed of the outcome.

Should the centre not be satisfied with the outcome of the review, there is provision for an appeal to WJEC.

## 11 CLASSIFICATION CODES

Every specification is assigned a national classification code (discounting code) indicating the subject area to which it belongs. The classification code for this specification is xx.

Centres should be advised that, where learners take two qualifications with the same classification code, performance indicators for the centre will show that they have only achieved one of the two qualifications. The same view may be taken if learners take two specifications that have different classification codes but have significant overlap of content. The discounting system affects the calculation of performance measures for a centre in the performance tables. It does not alter the awards an individual learner has achieved or limit the qualifications they can take.

Learners who have any doubts about their subject combinations should check with the institution to which they wish to progress before embarking on their programmes.

Information on performance points can be obtained from DfE ([www.education.gov.uk](http://www.education.gov.uk)) and/or DAQW ([www.daqw.org.uk](http://www.daqw.org.uk)).