Unit 4 Curriculum Map:- Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich

Crime and Punishment

Calendar	Big Question/ Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
Spring 1	**AC1.1** Describe **processes** used for law making	**Processes** • government processes • judicial processes Learners should have knowledge of the legislative process and the role of judges in making criminal law. Synoptic links: Learners should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.	Outline Briefly, the process used by Government for making Laws. 3 marks	Produce a power point linking to verdicts in criminal case in unit 3 and Campaigns for change in unit 1
	AC1.2 Describe the organisation of the **criminal justice system** in England and Wales	**Criminal justice system** • police • law creation • courts • formal punishment • relationships 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. Synoptic links: 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.	Describe the relationship of the prison service with other agencies in the criminal justice system. 7 marks **TFP**	Produce a revision resource that also links to unit 3 and the process taken to obtain verdicts in criminal cases. Start at the arrest phase. Link to unit 1 and campaigns for change.
	AC1.3 Describe **models of criminal justice**	**Models of criminal justice** • due process • crime control Learners should be able to describe the theories of the two models of criminal justice. Synoptic links:	Describe two models of justice. 4 marks	1. Describe the due process model of justice. 3 marks 2. Describe the key aspects of the crime

			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.		control model. 4 marks.

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Spring 1.	**AC2.1** Explain **forms of social control**	**Forms of social control** • internal forms o rational ideology o tradition o internalisation of social rules and morality • external forms o coercion o fear of punishment • control theory o reasons for abiding by the law Candidates should have an understanding of different forms of social control with reference to theory. Synoptic links: Learners will need to link 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.	1. Using examples explain what is meant by internal social control. 4 marks 2. Using examples explain what is meant by external social control. 4 marks **TFP**	Create a revision resourc explains social control and it to the theories we looke unit 2. Apply this to differe situations such as campai change from units 1, 2 an
	AC2.2 Discuss the **aims of punishment**	**Aims of punishment** • retribution • rehabilitation • deterrence o prevention of reoffending o deterrence of others from committing similar crimes • public protection • reparation Learners should be able to explain each of the aims of punishment. Synoptic links: Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.	**Using the theft table above decide; Which sentence and why?** • Roy had his mobile phone stolen in a pub. • Harry was pushed over in the park and kicked in order to get his phone. He had three broken ribs and concussion. • David has his car keys stolen whilst he slept and they drove away in his 2019 BMW. • Charlotte was attacked by a gang of girls and beaten up. Her bag was stolen and she spent five days in intensive care. She lost her phone and about a hundred pounds. • Winnifred was convinced into giving her bank details to a stranger. She lost £150 000. • Alistair was tortured until he gave up the combination to his safe. Since the attack he has been unable to walk and suffers from anxiety, panic attacks and fear of leaving the	**Using** https://www.sentencing l.org.uk/ Investigate the sentencing for an area offense and explain the sentencing options in y own words. Write a sce and use the sentencing guidelines to explain wh court may do in those circumstances. Hint – b creative.

			house. The thieves got away with £11 000 in cash and jewellery.	
	AC2.3 Assess how **forms of punishment** meet the aims of punishment	**Forms of punishment** • imprisonment • community • financial • discharge Synoptic links: To Units 1, 2 and 3	Assess how two form of punishment meet their aims. 5 + 5 marks.	Investigate the Bromley Briefings Prison Fact file f http://www.prisonreformtru uk/Portals/0/Documents/E y%20Briefings/Autumn %202018%20Factfile.pdf

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Spring 2	AC3.1 Explain the role of agencies in social control	Role • aims and objectives • funding • philosophy • working practices ○ types of criminality ○ types of offenders ○ reach (local, national) Agencies • government-sponsored agencies ○ police ○ CPS ○ judiciary ○ prisons ○ probation • charities • pressure groups Candidates should be able to identify agencies involved with social control and explain their role in achieving social control. Synoptic links: Learners can apply their understanding from Unit 3 to this criterion.	(d) Explain the role of the police in social control. [6] (e)Outline the aim of the CPS in England and Wales. [3] Explain how a judge might achieve public protection by passing sentences. [5] Explain the role of the National Probation Service in achieving social control. [5] Assess the effectiveness of one (or more) charity in achieving social control. [5] **TFP**	Investigate the history of the police service and draw timeline outlining the important developments. Hint u pictures as well as words to gain top marks. Watch the prosecutors episode 1 on BBC iplayer https://www.bbc.co.uk/iplayer/episode/b072wyvj/the-prosecutors-real-crime-and-punishment-3-the-trial Watch the prosecutors episode 3 on BBC iplayer https://www.bbc.co.uk/iplayer/episode/b072wyvj/the-prosecutors-real-crime-and-punishment-3-the-trial Find out about life in prison from www.gov.uk/life-in-prison Produce a revision resource for AC3.1 and link to ur throughout.
	AC3.2 Describe the contribution of agencies to	Contribution • tactics and measures used by agencies ○ environmental	The town of Fainton has recently suffered from a large number of burglaries. Despite the police investing a great deal of time and	Complete the table | Type of design	How it works	Posi cont
CPTED			

	achieving social control	design gated lanes ○ behavioural ASBO token economy ○ institutional ○ disciplinary procedures rule making staged/phased • gaps in state provision Candidates should understand the range of techniques used by the agencies and be able to examine their contribution. Synoptic links: Learners should apply their understanding of: • policy and campaigns from U 1 • criminological theories from U 2 • the processes used to bring an accused to justice in Unit 3 to the role of the different agencies.	resources into investigating and detecting the crimes, they are still continuing. A senior police officer has been on a fact-finding mission to America to review how environmental design can have an impact on crime control. The police officer has returned and is very impressed with what she has found and is trying to convince the local Police and Crime Commissioner that he should consider this approach to social control. (b) Describe two environmental measures used by agencies to achieve social control. [2 + 2] Asses the tactics used by agencies to contribute to social control. [10] **TFP**	Prison Design | | Gated Lanes | | Gordon is running for the position of Police and Crime Commissioner of the Bright Town area. People living the town have been complaining about a group of bikers who cause anti-social behaviour on a regular basis. Explain the measures Gordon could impleme to solve this problem. [8]
	AC3.3 Examine the limitations of agencies in achieving social control	Limitations • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral Imperatives Learners should understand the limitations of social control agencies and able to examine the implications of these limitations. Synoptic links: Learners should apply their understanding of criminological theories from Unit 2 in their examination of the limitations.	According to the Prison Reform Trust (2015) there has been a 91% rise in the prison population in England and Wales over the past twenty years. Between 1993 and 2014 the prison population increased by more than 40,000. It is estimated that the cost of the increased prison numbers has added £1.22bn to government expenditure. Reoffending rates remain high, with almost half of adults reconvicted within one year of release. The number of staff employed by the prison service has fallen by 29% in the last four years. However, in March 2015, 70 of the 117 prisons in England and Wales were	What are the main issues raised in the article below How do these link to the theory discussed in this section? Today I dragged someone out of a burning room an extinguished a fire. I saved a heart attack victim's lif talked someone out of killing themselves and intervened in a stabbing. But I am not a member of emergency services. I am a prison officer and the only time you'll hear ab my job is when things go wrong. And things are goir wrong at the moment. Violence, self-harm and suicie are rising. Assaults on staff are at an all-time high. Y will have seen stories about prisoners being allowed mobile phones and all the drugs they want. Often the implication is that staff are lazy and incompetent. This hurts us. We joined Her Majesty's Prison Service out of a sense of duty to protect peop and we're just as outraged by those stories as you a I've been a prison officer for a little over four years a

		Learners will also draw on their understanding of policy and campaigns for change in	overcrowded. (a) With reference to the text, outline the limitations faced by the prison service in England and Wales. [4]	I've already seen huge changes. I joined just before former justice secretary Chris Grayling brought in benchmarking, which saw public prisons costed to compete against the private sector. It resulted in hug numbers of officers taking voluntary redundancy overnight. Gove's prison reform cannot undo the harm already inflicted by cuts The prison service then recruited new staff on chea contracts and it's since been a struggle to retain sta Some new officers have only lasted a shift before quitting when they realise what it's like. When I first joined Her Majesty's Prison Service, an experienced officer took me under his wing and explained that a prison has to be run with the conse of the majority of it's population (we're outnumbered prisoners 30 to one). He said to me: "Prisoners will tolerate a lot. Prison isn't and shouldn't be soft. You can be strict, as long as you're consistent and fair."

	AC3.4
	Evaluate the effectiveness of agencies in achieving social control
		Agencies
		• government sponsored agencies
		   ○ police
		   ○ CPS
		   ○ judiciary
		   ○ prisons
		   ○ probation
		• charities
		• pressure groups
		Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control.
		Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:
		• bias
		• opinion
		• circumstances
		• currency
			Evaluate the effectiveness of charities in achieving social control. [8]
			.
			TFP
				Create a revision resource for this unit

| | | • accuracy
The types of evidence, as set out in Unit 3,
include:
• evidence
• trial transcripts
• media reports
• judgements
• Law Reports | | |
| | **Mock** | | **TFP** | |