

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

Crime and Punishment

Calendar	LO	Big Question/ Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)
Spring 1	1	AC1.1 Describe processes used for law making	<p>Processes</p> <ul style="list-style-type: none"> • government processes • judicial processes <p>Learners should have knowledge of the legislative process and the role of judges in making criminal law.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Outline the process used by the government for making laws such as The Theft Act [3 marks]. 2. Describe judicial involvement in law-making [4 marks].
Spring 1	1	AC1.2 Describe the organisation of the criminal justice system in England and Wales	<p>Criminal justice system</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> police <input type="checkbox"/> <input type="checkbox"/> law creation <input type="checkbox"/> <input type="checkbox"/> courts <input type="checkbox"/> <input type="checkbox"/> formal punishment <input type="checkbox"/> <input type="checkbox"/> relationships <p>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.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Describe the relationship between the police, the CPS and the courts as a case proceeds through the Criminal Justice System [6 marks]. 2. Describe the relationship of the prison service with other agencies in the criminal justice system [7 marks]. 3. Describe the relationships between the courts and agencies of formal punishment (the prison service and probation service) within the Criminal Justice System [9 marks]. <p style="text-align: center;">TFP</p>
Spring 1	1	AC1.3 Describe models of criminal justice	<p>Models of criminal justice</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> due process <input type="checkbox"/> <input type="checkbox"/> crime control <p>Learners should be able to describe the theories of the two models of criminal justice.</p> <p>Synoptic links:</p>	<ol style="list-style-type: none"> 1. Identify three features of the due process model of justice [3 marks]. 2. Identify three features of the crime control model of justice [3 marks]. 3. Sarah is 21 years old and is currently serving a 3-year prison sentence,

			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.	having been found guilty of grievous bodily harm at the local Crown Court. She stabbed the victim with a knife during a fight. Her lawyer has told her she should appeal the unsafe conviction as Sarah is serving a 3-year prison sentence for GBH. The crime was investigated using the crime control model [4 marks].
Spring 1/2	2	AC2.1 Explain forms of social control	<p>Forms of social control</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> internal forms <ul style="list-style-type: none"> o rational ideology o tradition o internalisation of social rules and morality <input type="checkbox"/> <input type="checkbox"/> external forms <ul style="list-style-type: none"> o coercion o fear of punishment <input type="checkbox"/> <input type="checkbox"/> control theory <ul style="list-style-type: none"> o reasons for abiding by the law <p>Candidates should have an understanding of different forms of social control with reference to theory.</p> <p>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.</p>	<ol style="list-style-type: none"> 1. Using examples, explain what is meant by internal social control [4 marks]. 2. Explain why imprisonment acts as an external form of social control [4 marks]. 3. Discuss reasons why individuals abide by the law [8 marks]. <p>TFP</p>
Spring 2	2	AC2.2 Discuss the aims of punishment	<p>Aims of punishment</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> retribution <input type="checkbox"/> <input type="checkbox"/> rehabilitation <input type="checkbox"/> <input type="checkbox"/> deterrence <ul style="list-style-type: none"> o prevention of reoffending o deterrence of others from committing similar crimes <input type="checkbox"/> <input type="checkbox"/> public protection <input type="checkbox"/> <input type="checkbox"/> reparation <p>Learners should be able to explain each of the aims of punishment.</p> <p>Synoptic links:</p>	<ol style="list-style-type: none"> 1. Sarah is 21 years old and is currently serving a 3-year prison sentence, having been found guilty of grievous bodily harm at the local Crown Court. She stabbed the victim with a knife during a fight. Discuss two possible aims of the prison sentence imposed on Sarah [6 marks]. 2. Discuss how theories of criminology have influence the aims of sentencing [8 marks].

			Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1.	3. Discuss retribution and rehabilitation as aims of sentencing [10 marks].
Spring 2	2	AC2.3 Assess how forms of punishment meet the aims of punishment	Forms of punishment <input type="checkbox"/> <input type="checkbox"/> imprisonment <input type="checkbox"/> <input type="checkbox"/> community <input type="checkbox"/> <input type="checkbox"/> financial <input type="checkbox"/> <input type="checkbox"/> discharge Synoptic links: To Units 1, 2 and 3	1. Explain how financial penalties meet the aims of punishment [4 marks]. 2. Assess how two forms of punishment meet their aims [5,5]
Spring 2	3	AC3.1 Explain the role of agencies in social control	Role <input type="checkbox"/> <input type="checkbox"/> aims and objectives <input type="checkbox"/> <input type="checkbox"/> funding <input type="checkbox"/> <input type="checkbox"/> philosophy <input type="checkbox"/> <input type="checkbox"/> working practices o types of criminality o types of offenders o reach (local, national) Agencies <input type="checkbox"/> <input type="checkbox"/> government-sponsored agencies o police o CPS o judiciary o prisons o probation <input type="checkbox"/> <input type="checkbox"/> charities <input type="checkbox"/> <input type="checkbox"/> 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.	1. Describe how the Probation Service is funded [3 marks]. 2. Explain the role of the National Probation Service in achieving social control [5 marks]. TFP
Summer 1	3	AC3.2 Describe the contribution of agencies to achieving social control	Contribution <input type="checkbox"/> <input type="checkbox"/> tactics and measures used by agencies o environmental <input type="checkbox"/> <input type="checkbox"/> design <input type="checkbox"/> <input type="checkbox"/> gated lanes o behavioural <input type="checkbox"/> <input type="checkbox"/> ASBO <input type="checkbox"/> <input type="checkbox"/> token economy	1. The town of Fainton has recently suffered from a large number of burglaries. Despite the police investing a great deal of time and resources into investigating and detecting the crimes, they are still continuing. A senior police officer has been on a fact-finding mission to

			<ul style="list-style-type: none"> o institutional o disciplinary procedures <input type="checkbox"/> <input type="checkbox"/> rule making <input type="checkbox"/> <input type="checkbox"/> staged/phased <input type="checkbox"/> <input type="checkbox"/> gaps in state provision <p>Candidates should understand the range of techniques used by the agencies and be able to examine their contribution.</p> <p>Synoptic links: Learners should apply their understanding of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> policy and campaigns from U 1 <input type="checkbox"/> <input type="checkbox"/> criminological theories from U 2 <input type="checkbox"/> <input type="checkbox"/> the processes used to bring an accused to justice in Unit 3 to the role of the different agencies. 	<p>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.</p> <p>Describe two environmental measures used by agencies to achieve social control. [2,2].</p> <p>2. Describe one behaviour tactic used by prisons to achieve social control [5 marks].</p> <p>TFP</p>
Summer 1	3	AC3.3 Examine the limitations of agencies in achieving social control	<p>Limitations</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> repeat offenders/recidivism <input type="checkbox"/> <input type="checkbox"/> civil liberties and legal barriers <input type="checkbox"/> <input type="checkbox"/> access to resources and support <input type="checkbox"/> <input type="checkbox"/> finance <input type="checkbox"/> <input type="checkbox"/> local and national policies <input type="checkbox"/> <input type="checkbox"/> environment <input type="checkbox"/> <input type="checkbox"/> crime committed by those with moral Imperatives <p>Learners should understand the limitations of social control agencies and able to examine the implications of these limitations.</p> <p>Synoptic links: 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</p>	<p>1. 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.</p> <p>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</p>

				<p>England and Wales were overcrowded.</p> <p><i>With reference to the text, outline the limitations faced by the prison service in England and Wales. [4 marks].</i></p> <p>2. Examine the limitations of achieving social control in prisons [7 marks].</p> <p>TFP</p>
	3	<p>AC3.4 Evaluate the effectiveness of agencies in achieving social control</p>	<p>Agencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> government sponsored agencies <input type="checkbox"/> police <input type="checkbox"/> CPS <input type="checkbox"/> judiciary <input type="checkbox"/> prisons <input type="checkbox"/> probation <input type="checkbox"/> charities <input type="checkbox"/> pressure groups <p>Learners should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control.</p> <p>Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> bias <input type="checkbox"/> opinion <input type="checkbox"/> circumstances <input type="checkbox"/> currency <input type="checkbox"/> accuracy <p>The types of evidence, as set out in Unit 3, include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evidence <input type="checkbox"/> trial transcripts <input type="checkbox"/> media reports <input type="checkbox"/> judgements <input type="checkbox"/> Law Reports 	<p>1. Explain the effectiveness of social control inside prisons [8 marks].</p> <p>2. Assess the effectiveness of one (or more) charities in achieving social control. [5 marks]</p> <p>TFP</p>

		Mock		TFP
--	--	------	--	------------