

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	Processes <ul style="list-style-type: none"> Government processes Judicial processes – judicial precedents and statutory interpretation <p>Learners should have knowledge of the legislative process, examples of the processes and the role of judges in making criminal law.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Outline the process used by the government for making laws such as The <u>Theft Act</u> [3 marks]. Describe judicial involvement in law-making [4 marks].
	1	AC1.2 Describe the organisation of the criminal justice system in England and Wales	Criminal Justice System <ul style="list-style-type: none"> Police Law creation Courts Crown Prosecution Service Formal punishment (Prison Service and Probation Service) 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:</p> <ul style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> Describe the relationship between the police, the courts, and the prison during the process of a criminal investigation [9 marks]. 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>TFP</p>

1	AC1.3 Describe models of criminal justice	Models of Criminal Justice <ul style="list-style-type: none"> • Due process • Crime control <p>Learners should be able to describe the theories of the two models of criminal justice.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> • 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. 	<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. Colin Chesterton from Newcastle claims that he has been wrongfully convicted of the charge of murder. He was found guilty by a jury at Crown Court with a unanimous verdict. He intends to appeal his conviction, and his family have started a campaign called 'Free the Newcastle One'. Colin claims the police failed to consider any other suspect, and the jury were bribed to find him guilty. In addition, he believes the judge is related to the victim, and this is why he was given the sentence of life imprisonment with a recommendation that he serves 70 years. Describe how one model of criminal justice could apply to Colin's case [8 marks]. <p>TFP– Question 3</p>
2	AC2.1 Explain forms of social control	Forms of social control <p>Internal forms</p> <ul style="list-style-type: none"> • Rational ideology • Tradition <p>Internalisation of social rules and morality</p> <p>External forms</p> <ul style="list-style-type: none"> • Coercion • Fear of punishment – individual and general deterrence • Control theory • Bonds of attachment 	<ol style="list-style-type: none"> 1. Using examples, explain what is meant by internal social control [4 marks]. 2. Explain how the police may be perceived as an external form of social control [6 marks]. <p>TFP</p>

			<p>Reasons for abiding by the law.</p> <p>Candidates should have an understanding of different forms of social control with reference to theory.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> 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. 	
Spring 2	2	AC2.2 Discuss the aims of punishment	Aims of punishment <ul style="list-style-type: none"> Retribution Rehabilitation Reparation Incapacity Denunciation Deterrence – individual and general <p>Learners should be able to explain each of the aims of punishment.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> Learners should be able to consider these aims in the context of the criminological theories learned in Unit 1. 	<ol style="list-style-type: none"> Discuss retribution and rehabilitation as aims of sentencing [10 marks]. Discuss how theories of criminology have influenced the aims of sentencing [8 marks].
	2	AC2.3 Assess how forms of punishment meet the aims of punishment	Forms of punishment <ul style="list-style-type: none"> Imprisonment (Custodial sentence) Community sentence Financial Discharge – absolute and conditional <p>Learners should be able to explain each form of punishments and assess which aims can be meet by each form of punishment</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> To Units 1, 2 and 3 	<ol style="list-style-type: none"> Assess how two forms of punishment meet their aims [5,5]. Goldie is a reformed criminal. She has a criminal conviction for theft which she served a prison sentence, but since her released she has abided by the law. Goldie now helps at a local charity that aims to assist in reforming criminals and to improve conditions in prison. There, she advises others of her own experience and hopes to make a positive contribution to their lives.

				<p>Explain how the prison sentence served by Goldie met the aims of her punishment [6].</p> <p>TFP</p>
3	<p>AC3.1 Explain the role of agencies in social control</p>	<p>Role</p> <ul style="list-style-type: none"> • Aims and objectives • Funding • Philosophy • Working practices • Types of criminality • Types of offenders • Reach (local, national) <p>Agencies</p> <ul style="list-style-type: none"> • Police • CPS • Judiciary • Prison • Probation • Charities / pressure groups <p>Candidates should be able to identify agencies involved with social control and explain their role in achieving social control.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> • Learners can apply their understanding from Unit 3 to this criterion. 	<ol style="list-style-type: none"> 1. Explain the role of the CPS in social control [5 marks]. 2. Outline the role of the prison service in England and Wales [3 marks]. 3. The Howard League for Penal Reform is a charity working for safer communities and fewer people in prison. They are currently concerned about the significant increase in the prison population over the last 20 years, the financial cost of prisons of the taxpayer, and a lack of resources within prisons. Briefly explain the role of one charity involved in achieving social control [4 marks]. 	
3	<p>AC3.2 Describe the contribution of agencies to achieving social control</p>	<p>Contribution</p> <p>Tactics and measures used by agencies</p> <ul style="list-style-type: none"> • Environmental – CPTED, included gated lanes • Design of prisons – panoptican, supermax and Bastoy • Behavioural – ASBO, CBO, token economy and Incentives and Earned Privileges Scheme 	<ol style="list-style-type: none"> 1. Describe the contribution of environmental tactics and measures that are used by agencies to achieve social control [9 marks]. 2. Describe the behavioural tactics and measures used to achieve social control [9 marks]. 	

			<ul style="list-style-type: none"> • Institutional tactics. • Disciplinary procedures - rule making, staged/phased and 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"> • Policy and campaigns from Unit 1 • Criminological theories from Unit 2 • The processes used to bring an accused to justice in Unit 3 to the role of the different agencies. 	TFP
Summer 1	3	AC3.3 Examine the limitations of agencies in achieving social control	<p>Limitations</p> <ul style="list-style-type: none"> • 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 <p>Learners should understand the limitations of social control agencies and able to examine the implications of these limitations.</p> <p>Synoptic links:</p> <ul style="list-style-type: none"> • 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>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. 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 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"> • Police • CPS • Judiciary • Prison Service • Probation Service • Charities / 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:</p> <ul style="list-style-type: none"> • Learners should apply the skill they developed in Unit 3 to evaluate information in terms of bias, opinion, circumstances, currency and accuracy. • The types of evidence, as set out in Unit 3, Include evidence, trial transcripts, media reports, judgements and 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