

Level 3 Diploma in Criminology Year 12

A good Year 12 Criminology student is curious, analytical, and disciplined. They engage actively with theories of crime and deviance, considering how social, cultural, and environmental factors influence criminal behaviour. They can confidently use key terminology to explain criminological concepts and apply these to real-life cases, linking their understanding to contemporary issues in crime and justice. Such a student is also independent, keeping up to date with current events and exploring different perspectives on law enforcement, punishment, and social control. They are organised in their thinking and writing, producing clear, structured assignments and controlled assessments, while also showing initiative in researching and evaluating evidence. Most importantly, they are willing to question assumptions, develop their own reasoned viewpoints, and support their arguments with relevant examples and informed analysis.

Summary of course content

The Level 3 Criminology syllabus is split into four areas:

WJEC Level 3 Applied Diploma in Criminology

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Unit number	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

You can find the WJEC specification here: <https://www.wjec.co.uk/media/21xjkr24/wjec-applied-diploma-in-criminology-spec-e-22-06-22-1.pdf>

Weekly:	Completion of set work as outlined in the grid below
Fortnightly:	- Review of recent lessons, learning key terminology, producing revision resources such as cards and mind maps; completion of additional reading from anthologies using pro-forma Independent Study Folder (ISF): this will be checked fortnightly by your tutor and logged.
Half termly:	Revision: Review knowledge quizzes. Review topics and produce revision resources, e.g., flashcards, mind maps, posters, etc. Complete planning of past exam paper answers (here).

In addition to those provided for specific tasks by your teacher, resources include:

TEAMS: articles, knowledge organisers; lesson PowerPoints and reference materials.

Massolit: <https://massolit.io/subjects/law#list>

Recommended sites for independent research – see separate list.

Independent Learning Schedule – two hours directed by each of your teachers (subject to change):

Week beginning	Teacher 1 JMD	Teacher 2 DCY
7 th September	Enrolment week	Enrolment week
14	1.1 Create a glossary of key criminology terms: crime, deviance, victim, offender, criminality, social control.	1.4 Research how three different newspapers have presented a recent crime.
21	1.1 Research and define the six main types of crime: white-collar, moral, state, technological, individual and organised crime. Produce revision notes.	1.4 Watch a documentary from the selection on i-player. Analyse how crime is being represented: https://www.bbc.co.uk/iplayer/categories/documentaries-crime-and-justice/most-recent
28	1.1 Research one example of white-collar crime and one example of technological crime. Analyse the offence, victim, offender and level of public awareness.	1.4 Watch an episode of 'A Good Girl's Guide to Murder' on i-player. Analyse how crime is being represented. https://www.bbc.co.uk/iplayer/episodes/m0020bv6/a-good-girls-guide-to-murder
5 th October	1.1 Research one example of state crime and one example of individual crime. Analyse the offence, victim, offender and level of public awareness.	1.4 Find examples of video games that are based around crime. Explore how they present crime using the following terms: invasive, glamorise, mis-represent, glorify, scaremonger, embellish.
12	1.1 Create a comparison table analysing all crime types. Include similarities, differences and social impact.	1.5 Research one film about a fictional crime and explain how it demonstrates the Law of Opposites.
19	1.2 Research reasons why victims do not report domestic abuse and rape. Create detailed notes on personal, social and cultural factors.	1.5 Research into one moral panic based on the list given in the lesson: 1. LGBT (1960's to 1980's) 1. War on drugs (60's to now) 2. Football hooliganism (70's/80's) 3. TV violence (70's to now) 4. Music and gangs (90's to now) 5. Islamic Extremism (00's to now). 6. Knife crime (10's to now) 7. Human Trafficking (10's to now) 8. Dangerous Dogs (80's – now)
26		
2 nd November	1.2 Research reasons why white-collar crime and perceived victimless crimes are often unreported. Produce an explanatory infographic.	1.5 How is youth crime represented in the media? Find: a newspaper article, TV show, movie – explain the presentation using the following vocabulary: over-represents, exaggerates, over-plays, stereotypes.
9	Review and organise notes for 1.1 and 1.2. Create flashcards.	CA Prep – all notes for for 1.4 and 1.5 need to be organised ready for a folder check.

16	1.3 Research the consequences of unreported crime. Explain ripple effects on victims, communities and criminal justice agencies. 1.3 Produce a case study on one crime where under-reporting affected society or policy development.	1.6 For ONE offence you will need to research the data and explore what it shows. You can use the Home Office and CSEW as your collection points: do they tell the same story? 1. What is the most recent data from each for the offence? 2. How can you explain the purpose of the research? 3. Explain the advantages and disadvantages of these statistics – validity/reliability/ethics? 4. Which source does it better – explain your reasons.
23	2.1 Compare two successful campaigns for change (e.g. anti-smoking campaign, Clare's Law, knife crime awareness, anti-drink driving). Identify aims and outcomes. 2.1 Evaluate which campaign was more effective and explain why. Consider changes in law, awareness, attitudes or policy.	CA Prep – all notes for 1.6 need to be organised ready for a folder check.
30	3.1 Select a crime issue for a campaign. Draft aims, objectives, target audience and rationale. 3.1 Complete a full campaign plan including methods, resources, finances and timescales.	3.2 Find a campaign advert. Analyse the advertisement using the persuasive methods (APCFORST).
7th December	3.2 & 3.3 Design campaign materials (poster, leaflet, social media post) and write a justification explaining why the campaign is needed and why the chosen methods will be effective.	CA Prep – ensure all materials are ready and organised in folders.
14	CA – Folder prep. Final review of AC 1.1, 1.2, 1.3, 2.1, 3.1, 3.2 and 3.3 evidence. Ensure all materials are organised in folders and revision resources are complete.	Terminology: Revise terminology from AC 1.4; 1.5 and 1.6 for a test.
21	Christmas holidays	
28	Christmas holidays	
4 th January	CA – Folder prep. Final review of AC 1.1, 1.2, 1.3, 2.1, 3.1, 3.2 and 3.3 evidence. Ensure all materials are organised in folders and revision resources are complete.	CA Prep – Ensure all folders are ready for the UNIT 1 controlled assessment.
11	Controlled Assessment week.	Controlled Assessment week.
18	Unit 2 – 2.1 Create a revision booklet explaining biological theories of criminality. Include	1.1 Research 3 different acts of criminality and deviancy. Explain the formal and informal sanctions that can be applied by society.

	Lombroso, Sheldon, Twin Studies and Adoption Studies.	
25	2.1 Produce a comparison table showing strengths and weaknesses of Lombroso, Sheldon, XYY Theory and Genetic Explanations.	1.2 Research 3 different laws from different cultures and different historical times. Explain what the law is and why it has changed.
1 st February	Work experience	
8	2.1 Research and summarise the Jacobs XYY Study. Explain how the study attempts to explain criminal behaviour.	Watch Massolit video: Theory of Criminal Law lesson 1
15	Half term	
22	2.2 Create detailed notes on Learning Theory, including Bandura's Social Learning Theory and modelling.	Watch Massolit video: Theory of Criminal Law lesson 2
1 st March	2.2 Research Eysenck's Personality Theory and produce an explanation linking personality traits to criminal behaviour.	Watch Massolit video: Theory of Criminal Law lesson 3
8	2.2 Produce a fact sheet on Freud's Psychodynamic Theory, including Id, Ego and Superego.	Watch Massolit video: Theory of Criminal Law lesson 4
15	2.1 & 2.2 Complete an exam-style comparison of biological and individualistic theories. Identify similarities, differences and limitations.	Watch Massolit video: Theory of Criminal Law lesson 5
22	3.2 Create an evaluation grid for all biological theories. Include strengths, weaknesses, supporting evidence and criticisms.	Create revision resources for key sociological theories: Strain Theory/Functionalism/Marxism/Labelling Theory/Interactionism/Left Realism/Right Realism.
29	Easter holiday	
5 th April	Easter holidays	
12	3.2 Create an evaluation grid for all individualistic theories. Include strengths, weaknesses, supporting evidence and criticisms.	Research one government policy e.g., Renters Reform Act and explain how ONE sociological theory could be applied to it.
19	3.2 Apply biological and individualistic theories to three criminal scenarios. Explain which theory best explains each crime.	Research PREVENT. What are the strengths and weaknesses of it as a way to enforce social control?
26	3.2 Complete a timed 9-mark evaluation question: "Evaluate the effectiveness of criminological theories in explaining criminality."	Using ONE sociological theory, explain why one behaviour (of your choice) has been decriminalised.
3 rd May	4.1 Research how biological and psychological theories have influenced crime control policies. Create detailed notes on prison	Read the relevant sections on key theories from "Criminology" – Tim Newburn (accessible sections) Covers: Marxism, Functionalism, Social Learning Theory.

	treatment programmes, rehabilitation and offender profiling.	
10	4.1 Produce a comparison chart examining how criminological theories influence policy development including CCTV, Zero Tolerance Policing, Restorative Justice and Multi-Agency Approaches.	Create and update revision resources: Focus on Unit 1 – CAMPAIGNES.
17	4.3 Research three campaigns that influenced policy making (e.g. Sarah's Law, Clare's Law, Anti-Knife Crime Campaigns). Explain aims, methods and outcomes. Write a discussion evaluating how campaigns influence policy making. Complete a full Unit 2 revision checklist and one timed past-paper question covering AC2.1, AC2.2, AC3.2, AC4.1 and AC4.3.	Create and update revision resources
24	UNIT 2 EXAM	UNIT 2 EXAM
31	Half term	
7 th June	1.1 Create a personnel fact file explaining the roles of Crime Scene Investigators, Forensic Scientists, Detectives, CPS and Pathologists. Include their responsibilities during a criminal investigation.	Watch Massolit video: Criminal Courts lesson 1
14	1.1 Produce a comparison table evaluating the effectiveness of each investigative professional. Consider expertise, cost, availability and impact on solving crimes.	Watch Massolit video: Criminal Courts lesson 2
21	1.1 Research a real criminal case and identify which personnel were involved. Explain how each contributed to the investigation and evaluate their effectiveness.	Watch Massolit video: Criminal Courts lesson 3
28	1.2 Create revision notes on investigative techniques including forensic evidence, surveillance, profiling, intelligence databases and interview techniques. Include advantages and limitations of each.	Watch Massolit video: Criminal Courts lesson 4
5 th July	1.2 Complete a comparison chart assessing which investigative techniques are most useful for	Watch Massolit video: Criminal Courts lesson 5

	violent crime, property crime and e-crime investigations.	
12	1.2 Research a case study where forensic evidence, CCTV, profiling or DNA databases were used. Explain how the technique helped solve the crime and assess its usefulness.	Watch Massolit video: Criminal Courts lesson 6
19	1.2 & 1.2 Complete a timed exam-style response evaluating the effectiveness of investigative personnel and assessing the usefulness of investigative techniques in a criminal investigation scenario.	Air-brick