



Cleveland School Learning Overview – Criminology

Criminology Year 1

Topic:	Enquiry Questions:	Subject Skills	Justification	Subject Vocabulary:
1.1 Analyse different types of crime	Analyse the following types of crime, using a range of relevant examples: <ul style="list-style-type: none"> • White collar • Moral • State • Technological • Individual Use the following points to analyse each type of crime: <ul style="list-style-type: none"> • Types of victim • Types of offender • Level of public awareness • Criminal, deviant or both 	Analysis Research skills	The course starts with an introduction to definitions of criminality and deviancy, and relates this to societal norms and ideas about morality. Students are then introduced to different specific examples of types of crime, each of which is analysed in terms of victim, offender, level of public awareness and ideas about relative deviancy. A range of examples of each type of crime are researched and analysed according to the above criteria. Learning from this key introductory topic is revisited regularly throughout the rest of the course.	Criminality, morality, deviancy, norms, offender, victim, white collar crime, de-labelling, corporate crime, professional crime, moral crime, vagrancy, state crime, genocide, war crime, fraud, phishing, hate crime, honour crime, coercive behaviour
1.2 Explain the reasons that certain crimes are unreported	Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples. Use the following reasons: <ul style="list-style-type: none"> • Personal – fear, shame, disinterest, not affected • Social and cultural – lack of knowledge, complexity, lack of media interest, lack of current public concern, culture-bound crime 	Analysis and explanation	Many crimes are unreported, for a wide range of reasons. In this topic students use a range of examples, including those met in topic 1.1, to explain personal reasons and societal reasons why these crimes may be unreported. This leads on to the next topic where students explain the consequences on individuals and society of crime going unreported.	Personal reasons, social and cultural reasons, complexity, culture-bound
1.3 Explain the consequences of unreported crime	Give clear and detailed explanation (including examples) of the following consequences of unreported crimes: <ul style="list-style-type: none"> • Ripple effect • Cultural consequences • Decriminalisation • Police prioritisation • Unrecorded crime • Cultural change • Legal change • Procedural change An understanding of the positive and negative effects of unreported crime on the individual and society	Explanation Analysis, Research skills	This topic build on learning on from topic 1.2 as students explain the consequences of unreported crime, both on individuals, wider society and the police and law makers. Using a range of examples students explain the possible consequences in terms of the bullet points listed. Students also explain, with examples, that these consequences are sometimes positive and sometimes negative.	Ripple effect, cultural consequences, decriminalisation, police prioritisation, unrecorded crime, cultural change, legal change, procedural change, dark figure of crime, acceptance of disorder, broken windows theory
1.4 Describe media representation of crime	Give a detailed description of the media representation of crime, including relevant examples.	Description Research skills	Much of the research students have carried out so far will have involved crime reports in the newspapers, television or other media. This topic looks at the way the media portray crime and whether this is a true or realistic reflection of the specific crimes or types and frequency of crime in general. Students will	News values



Cleveland School Learning Overview – Criminology

		<p>Media:</p> <ul style="list-style-type: none"> • Newspaper • Television • Film • Electronic gaming • Social media • Music • Show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime. 		<p>describe the portrayal of victims, offenders and police in the media, and whether these portrayals are fair, accurate and typical.</p> <p>Students will look at both factual and fictional portrayals of crime in a range of media and use specific examples to describe the ways in which these crimes are portrayed.</p>	
	<p>1.5 Explain the impact of media representations on the public perception of crime</p>	<p>Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Moral panic • Changing public concerns and attitudes • Perceptions of crime trends • Stereotyping of criminals • Levels of response to crime and types of punishment • Changing priorities and emphasis • 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. 	<p>Explanation & analysis</p>	<p>Building on learning from the previous topic, students explain the impact of the media representation of crime on the public perception of crime. Looking at a range of specific examples, students explain how the public, and the criminal justice system, react and respond as a result of media representations of crime.</p> <p>The six specific impacts bullet pointed are explored.</p> <p>Particular sociological theories are covered which are used to explain these impacts.</p>	<p>Moral panic, folk devils, symbolisation, deviance amplification spiral, stereotypes, self-fulfilling prophecy, moral entrepreneurs</p>
	<p>1.6 Evaluate methods of collecting statistics about crime</p>	<p>Evaluate Home Office statistics and the Crime Survey for England and Wales as sources of information about crime. The following criteria will be used for evaluation:</p> <ul style="list-style-type: none"> • Reliability • Validity • Ethics of research • Strengths and limitations • Purpose of research 	<p>Evaluation & analysis</p>	<p>This topic allows students to evaluate two crucial methods for collecting crime statistics: police recorded crime published by the Home Office, and the results of the CSEW which focuses on the experience of victims of crime.</p> <p>Students evaluate the reliability and validity of each method, the ethics of the research and the strengths and limitations of each method.</p> <p>By researching crime statistics published via each method, students will be able to compare the two methods and look at crime trends.</p>	<p>Reliability, validity, dark figure of crime, ethics, CSEW</p>