

Criminology Playlist!!!

1. Bob Marley – I shot the Sherriff
<https://www.youtube.com/watch?v=2XiYUYcpsT4>
2. Michael Jackson – Smooth Criminal
<https://www.youtube.com/watch?v=q8w1d01Y2vY>
3. Tom Jones – Delilah
<https://www.youtube.com/watch?v=S87jWwzvwd8>
4. The theme from Shaft
https://www.youtube.com/watch?v=Q429A0pL_ds
5. The Hoosiers _ cops and robbers
<https://www.youtube.com/watch?v=Nzn0ISaR90Q>



My top 5 Criminology Playlist songs.

What's your top 5? List them for Task 1!

Course Structure & Content

Unit	Title	Mode of Assessment
1	Changing Awareness of Crime	Internal Assessment
2	Criminological Theories	External Assessment
3	Crime Scene to Courtroom	Internal Assessment
4	Crime and Punishment	External Assessment



Internal Assessments – Units 1 & 3

Details of the internal assessment are as follows:

- 8 hours controlled tasks
- Total of 100 marks
- You are given a scenario and then 1 or 2 tasks to complete based on it
- You are allowed to take a research folder into the assessment, and have internet access for some parts
- Usually completed in December
- Learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification
- Graded: on a scale of A to E

External Examinations – Units 2 & 4

Details of the external assessment are as follows:

- 90-minute examination
- Total of 75 marks
- Three questions on each paper
- Short and extended answer questions, based on stimulus material and applied contexts
- Each question will have an applied problem-solving scenario
- Electronically assessed (e-assessment)
- Learners are allowed one resit opportunity; the highest grade will contribute towards the overall grade for the qualification
- Graded: on a scale of A to E

Unit 2 – Criminological Theories

The purpose of this unit is for learners to apply the knowledge from Unit 1 with criminological theories to examine how both are used to set policy.

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each? How can these theories be applied to real life scenarios and real life crimes?



Unit 3 – Crime Scene to Courtroom

- Through this unit, learners will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- *What are the roles of personnel involved when a crime is detected? What investigative techniques are available to investigators to help to identify the culprit? Do techniques differ depending on the type of crime being investigated? What happens to a suspect once charged by the police and the Crown Prosecution Service (CPS)? What safeguards are in place to ensure a suspect has a fair trial?*



Unit 4 – Crime and Punishment



- The purpose of this unit is for learners to develop skills in order to evaluate the effectiveness of the process of social control in delivering policy in practice.
- *Why do most of us tend to obey the law even when to do so is against our own interests? What social institutions have we developed to ensure that people do obey laws? What happens to those who violate our legal system? Why do we punish people? How do we punish people? What organisations do we have in our society to control criminality or those who will not abide by the social rules that most of us follow? We spend a great deal of taxpayers' money on social control, so how effective are these organisations in dealing with criminality?*