WJEC LEVEL 3 APPLIED CRIMINOLOGY

Year 12 Summer Transition and Induction Pack 2020

Criminology Teachers

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Please note that this course covers a range of criminal offences so please be aware that some discussions may involve sensitive topics.

Welcome to the Level 3 Applied Criminology Course!

You have joined us at an exciting time as this is the very first year the Social Science Department are delivering this course so we hope you will enjoy this course as much as we will enjoy teaching it. We are eager to get started!

You have chosen a subject that combines elements of sociology, psychology and law and that complements studies in humanities. Each unit has an applied purpose which demands that learning is related to authentic case studies – this is the interesting bit! It will make you think in ways you couldn't imagine, and you will certainly have a very different outlook on society by the end of the course.

This pack will provide a brief overview of the course, material required, and finally it will provide both your induction tasks and summer project that will be **due in during your first Criminology lesson.**

Structure of the Course

Year 1

Units 1 and 2 are completed in the first year and comprise an 8-hour controlled assessment (5 hours + 3 hours) plus an external examination.

Year 2

Units 2 and 3 are completed in the second year and also comprise an 8-hour controlled assessment plus an external examination.

This is a **two-year course**. You must **complete and pass ALL 4 units** to gain a Level 3 Applied Diploma in Criminology. The overall grade will be recorded on a scale A*-E.

Units covered over the two years

WJEC Level 3 Applied Diploma in Criminology				
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

GLH = Guided learning hours – represents the time you are taught by your teacher.

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Specification

WJEC is the awarding exam board and I would strongly urge you to look at the specification for more detail about the course and topics. You can find this at: https://www.wjec.co.uk/qualifications/criminology-level-3/#tab_overview

Skills required

This is a demanding course and requires a large amount of independent learning, research skills, examination skills and techniques. You will be required to use your study time effectively so be pro-active!

You will be expected to **know and understand** the information covered, to be able to **apply** that knowledge and understanding and to be able to **analyse and evaluate** that knowledge and understanding.

Textbook

Criminology Book One for the WJEC Level 3 Applied Certificate & Diploma by Rob Webb, Annie Townend; Paperback; Publisher: **Napier Press** ISBN 9780993423598

We recommend that you purchase the following book by Napier Press for the first year of the course. There is of course no such thing as a perfect book so we will reference a range of sources from different books but if you would like to purchase another book in addition to the one suggested, that would also be fine but please ensure that it is catered for this course (funding support can be available if required and can be discussed with the Sixth form team).
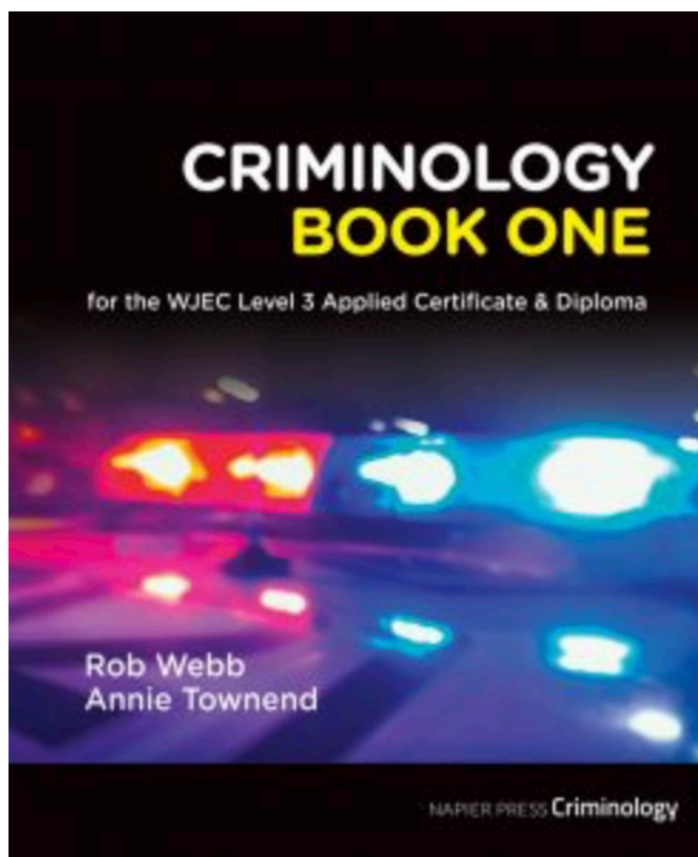
Materials

You will be provided with exercise books throughout the year for classwork and home learning activities. However, you will require the following:

- Lined paper, revision cards and Post- it Notes.
- Stationary including coloured highlighters and pens.

Induction Tasks and Summer Project

Please complete the following induction and summer project tasks set in this booklet in readiness to begin your studies and in **preparation for your Head Start Test**. This will show us your commitment and will be used alongside your GCSE grades as entry criteria. Sixth form study is hard work and there are no short cuts. Commitment to your studies is essential. Good Luck and Stay Safe!

Induction Tasks

The following tasks need to be completed on lined paper and each task should be titled and numbered. Attach the completed tasks to your summer project and hand this in during your first criminology lesson. The following tasks will give you an insight on some of the material that is covered in both Unit 1 and Unit 2 of the course. You will be required to use the internet for the majority of tasks in this pack.

Induction Task 1 – What is Criminology?

What is Criminology? A Crash Course

Watch the following clip and write down 5 things that tell you what criminology is.

https://www.youtube.com/watch?V=tdaqqIFQdTE

What is Criminology? A Crash Course - YouTube

https://www.youtube.com › watch

In this **criminology** video lecture, I provide a **crash course** and overview for beginners as well as students in ...

28 Jul 2019 - Uploaded by CriminologyWeb

Induction Task 2 – Crime and Deviance

Identify and explain the difference between a crime and deviance.

A crime can be defined as: ………………

Deviance is: ………….

Examples of crime is: ………….

Examples of deviance are: ……………

Induction Task 3 – Changes

Think of three different ways society has changed in reference to crime and deviance over the last 100 years. Try to be specific about the change e.g. homosexuality is no longer illegal due to 'decriminalisation' and explain this point.

Induction Task 4 – Differences

Identify three ways in which British society is different to another (America, Italy etc). Explain why there are such differences between the societies?

Induction Task 5 -Crime or Deviance?

Famous Faces and their crimes? Or deviance? Match the famous face to the act of crime or deviance.
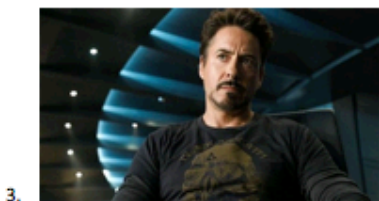
A. Trespassing and damage of property leading to loss of owner's income.
B. Arrested for possession and being under the influence of drugs, possession of an unloaded gun and trespassing.
C. Arrested for protesting outside the South African embassy against unfair treatment of Black people in South Africa.
D. Arrested for assault, driving under the influence of drugs, driving whilst license was suspended.
E. Avoiding paying £20 million in tax that would help to pay for the NHS, Welfare and Schools in this country.
F. Driving under the influence of alcohol and causing a collision injuring two other people.

Answers at the end of the pack!

Summer Project

SP Task 1 – Types of Crime

Research each of the six types of crime below. You will need to show that you know and understand the **definition** of the **type of crime**, the **typical offender** and the **typical victim**. You will need to provide two **examples** of each.

State Crime	**White Collar Crime**	**Moral Crimes**
Definition? Typical Offender? Typical Victim? Examples?	Definition? Typical Offender? Typical Victim? Examples?	Definition? Typical Offender? Typical Victim? Examples?
Domestic Violence Crime	**Hate Crime**	**Honour Crimes**
Definition? Typical Offender? Typical Victim? Examples?	Definition? Typical Offender? Typical Victim? Examples?	Definition? Typical Offender? Typical Victim? Examples?

SP Task 2 – Campaigns

As part of your course for Unit 1 you will have to look at campaigns that have caused a change in the law. You will also have to plan your own campaign.

Conduct research on at least **three** of the following campaigns. Find out what the **original crime** was that sparked the campaign; what the **aim** of the campaign was; what **methods** were used (e.g. TV interviews, advertising, wristbands, petitions, T-shirts etc) and whether the campaign was **successful**.

Sarah's Law	The Double Jeopardy Law	Dignity in Dying
Snowdrop Campaign	Slow Down for Bobby	Anti-Foxhunting Campaign

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SP Task 3 – Media Representations of Crime

a. It is essential that you keep up to date with current affairs, in particular with news and reports of criminality and criminal justice policy. In Unit 1 you will be expected to analyse how the media reports crime. Therefore, for this task I would like you to research how newspapers in particular, report crimes and the types of crime they tend to report on. Consider differences between local newspapers, national newspapers, tabloids and broadsheets in their reporting of crime. You will need to compare four different types of newspapers.

Newspaper 1 Name: Type of newspaper: Types of crime reported: Examples of headlines/language used:	**Newspaper 2** Name: Type of newspaper: Types of crime reported: Examples of headlines/language used:
Newspaper 3 Name: Type of newspaper: Types of crime reported: Examples of headlines/language used:	**Newspaper 4** Name: Type of newspaper: Types of crime reported: Examples of headlines/language used:

b. From the research gathered above, write about four impacts media representations may have on the public perception of crime e.g. how will certain people feel reading the information? What will be the consequence? Could it lead to a moral panic? Research what this term means and apply it to the question.

c. I now want you to focus on media representations of crime within a fictional context. I want you to create a poster which advertises a new electronic crime game for a console or PC. Think about who would be the audience for this game e.g. age, gender etc. Why might they like to play it? What images linked to crime makes it appealing to the audience?

d. Now write down the impact fictional representations of crime might have on certain audiences. You need to identify and explain at least three.

SP Task 4 – Social Policy

Research how the terrorist attack on the 'Twin Towers' in New York in 2001 led to a change in how the British police and government changed their emphasis and priorities on crime. (Type 'police and terrorism since 2001 in England and Wales' into Google). You need to create an overview of your findings on 1 A4 sheet of paper.

SP Task 5 – Policing and Crime Prevention

a. Go to the Police UK website http://www.police.uk/ and type in your local postcode and look at the crimes in the local area. Write a reflection of which types of crimes the police should be focusing their resources on in your area. You will need to justify your reasoning behind why you have chosen such crimes.

b. Websites such as the one above show patterns and trends of crime in areas by using official statistics. Although official statistics can be useful it can also have many limitations. Identify four limitations of using official statistics for measuring criminal behaviour and activity.

c. One of the reasons why crime statistics are flawed is because there are issues with under-reporting. Explain three reasons why this might happen and explain why certain types of crimes are not reported to the police.

SP Task 6 – Case Study of Ruth Ellis

During this course you will be required to analyse a range of case studies and you will apply such case studies within your controlled assessment in January and in your exam during the summer term. Therefore, I would like you to research the case of Ruth Ellis. Ellis was convicted of murder and was hanged in 1955. Using effective researching skills, find out whether Ellis should have been convicted of murder or manslaughter. Explain why this judgement was made. Complete further research on the Ellis case and I would like you to come up with explanations of how she could have been defended from being hanged. This work should fit onto two pages of A4 paper.

SP Task 7 - Nature vs Nurture – The Big Debate

There are many ways of explaining why certain people do things in certain ways. For example, biologists think that people behave as they do because they are controlled by nature. This is known as **Nature theory**. Humans are compared to animals and seen to act on **instinct**.

Sociologists believe that people behave as they do because they are taught how to behave. For example, the sociologist Michael Haralambos states, 'Human beings learn their behavior and use their intelligence whereas animals simply act on instinct.' This is known as **Nurture theory**. Nurture means the way you are brought up. It is also a reference to **socialisation**, the lifelong process by which we learn our culture, values, norms and how to behave.

a. Research the childhood backgrounds of one notorious serial murderer such as Fred West or Harold Shipman. The focus should be on life history and not subsequent crimes. Thinking about what you have read about Nature and

Nurture, which explanation could account for their criminal behaviour? Justify your answer by giving examples of how either explanation could be linked to their criminal behaviour.

SP Task 8 – Individualistic Theory of Criminality

This task is designed to allow you to demonstrate your understanding and to showcase your writing skills. Using the material below, explain, describe and evaluate **one** individualistic theory of criminality. You will be assessed on the quality of your written style, the level to which you have understood the theory, the use of key concepts, your organisational skills and ability to follow instructions.

Your essay should have:

- Clear paragraphs, an introduction and conclusion
- Accurate spelling, punctuation and full sentences
- Correct use of grammar
- Accurate phrasing

UNIT 2 CRIMINOLOGICAL THEORIES

AC2.2 DESCRIBE INDIVIDUALISTIC THEORIES OF CRIMINALITY

ASSESSMENT CRITERION	CONTENT	AMPLIFICATION
AC2.2 You should be able to … Describe individualistic theories of criminality	Individualistic theories • learning theories • psychodynamic • psychological theories	You should have knowledge of a range of theories, e.g.: • Bandura • Freud • Eysenck

Learning theories

Learning theories are based on the assumption that offending is a set of behaviours that are learned in the same way as other behaviours.

Many of the studies that we will look at emphasise the family and peer group as potential sources of criminal behaviour.

Think about what you have learned from your teachers. What happens if you fail to hand in your homework? Are you punished perhaps with detention? So have you learned not to repeat such behaviour? Have you ever received a treat for positive behaviour? This is the same principle for learning theories.

Learning theories can account for criminality.

Albert Bandura – social learning theory (SLT)

Bandura believes that people learn by watching the behaviour of others. If children watch adults gaining pleasure from an activity, or being punished for an activity, they will either repeat or reject those behaviours. Aggression can be learned from watching others behave in an aggressive manner. To prove his ideas, Bandura conducted a series of experiments involving a bobo doll.

Albert Bandura (1925–)

CASE STUDY

BANDURA AND THE BOBO DOLL EXPERIMENT (1963)

Bandura carried out a series of tests involving a bobo doll (see McLeod, 2014). The experiment involved exposing children to two different adult models: an aggressive model and a non-aggressive one. In the aggressive model adults were seen to kick and pummel the doll and also hit it with a mallet and throw it in the air. After witnessing the adults' behaviour, the children would then be placed in a room without the model and were observed to see if they would imitate the behaviours they had witnessed earlier. The experiment showed that children exposed to the aggressive adults tended to copy such behaviour. They even came up with new ways to hurt the doll, for example using a toy gun to shoot it or throwing darts at it. Children who watched the non-aggressive version demonstrated far less aggression towards the bobo.

Violence and aggression are produced by:
- an arousal event (provocation)
- learned aggressive skills
- expected success and rewards
- pro-violence values.

People pay attention to models and copy their behaviour. If imitating a model's behaviour is rewarding, we are more likely to continue performing the behaviour.

How do the findings for the bobo doll experiment account for criminality?

Criminal behaviour, like any other, can be learned from observation. Some people learn criminal behaviour from those around them, for example family. We term this observational learning. This is where viewers learn behaviours from watching others and may imitate them; many behaviours are learned from the media.
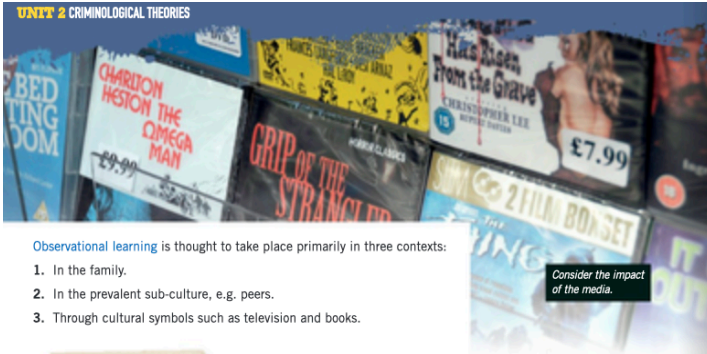
Observational learning is thought to take place primarily in three contexts:

1. In the family.
2. In the prevalent sub-culture, e.g. peers.
3. Through cultural symbols such as television and books.

Consider the impact of the media.

CASE STUDY

Are we influenced by the television, films, or video games? Do we copy what we see on the media? These questions were debated as a result of the murder of James Bulger by two ten-year-old boys: Robert Thomson and Jon Venables. They are said to have watched the film *Child's Play 3* before the murder. The judge in this case said:

It is not for me to pass judgment on their upbringing, but I suspect exposure to violent video films may in part be an explanation. (Mr Justice Morland, Trial Judge)

The trial judge made comments about the influence of video films on the killers of James Bulger.

Supporting Bandura is the theory advanced by Sutherland (Sutherland et al., 1992) who considers differential associations or different learning experiences. This theory suggests that people learn their values and techniques for criminal behaviour from associations with different people or differential associations. If more favourable attitudes about crime are learned, rather than negatives, then people see criminal behaviour as acceptable. They learn methods of how to commit crimes from those around them, whether the crime is theft or fraud, etc. The learning experiences or differential associations will vary in frequency and importance for each individual. The process of learning criminal behaviour is no different from the learning of any other behaviour. This theory also accounts for the high reoffending rate of released prisoners in our country. While in prison criminals learn from those around them and become more versed in certain criminal techniques and offences. Thus, this is the reason why prisons are known as 'universities of crime'.

Key terms

Observational learning: When an observer's behaviour changes after viewing the behaviour of a model.

Differential associations: Interactions with others.

Research shows criminality is concentrated in a small number of families. Research by Osborn and West (1979) considered sons of criminal fathers and those of no criminal fathers. They found that where the father had a criminal conviction, 40% of the sons also acquired one by the age of 18. However, only 13% of sons where the father was not criminal had a criminal conviction. While not conclusive it is consistent with a genetic view on offending.

Sample answer

Explain the social learning theory. **[6 marks]**

Albert Bandura's social learning theory proposes the idea that people will learn from those around them. People often do this by observing their peers and family, and using their conduct as a model that is then imitated. Children are often most influenced by the adults around them and will repeat behaviours or reject certain behaviours based on the consequences they see for those adults. For example, if an adult enjoys a particular activity, a child may mimic this to experience the same pleasure; whereas, if an adult is punished for a particular activity, a child is less like to copy it. This is known as observational learning and can take place within the family, in prevalent sub-cultures and via the media (film, television, books, video games, etc.). Modelled aggression was illustrated in Bandura's bobo doll experiment, which suggested that violence and aggression are produced by an arousal event. Children exposed to the aggressive modelling picked up hostile language and increased their attraction to guns. A real-life example of this could be the case of Venables and Thompson who murdered James Bulger. The judge in their case felt that exposure to violent films (Child's Play 3) could have played a part in the violent behaviour they displayed. Sutherland proposed the phrase differential associations and asserted that attitudes to crime can influence behaviour; if more favourable attitudes about crime are learned, rather than negatives, then people see criminal behaviour as acceptable. People can also learn from those around them how to commit crimes and effective methods to carry out criminal behaviours, such as committing a robbery or fraud.

Assessment: 6/6

This answer is detailed and uses appropriate terminology. It refers to research such as the bobo doll experiment and includes the support of Sutherland's work. An example is also supplied with *Child's Play 3*. An improvement area could be to develop the bobo experiment, citing the variations used and subsequent results. However, for a 6-mark question this is not essential.

Psychodynamic theories

Sigmund Freud

Sigmund Freud believed the best way to understand behaviour is to examine early childhood experiences and that criminality was linked to guilt. He suggested that much of our mind was in an unconscious region, similar to an iceberg where only the tip can be seen. It is our unconscious mind that controls behaviour, including criminality.
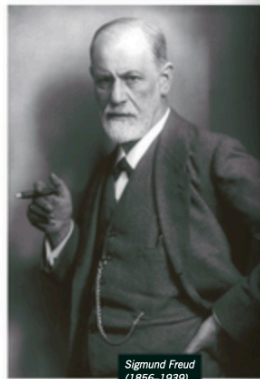
Freud developed a structure of the mind or psyche containing our personality divided into three parts:

- the **id**, which controls our selfish and animalistic urges
- the **ego**, which seeks rational and sensible control
- the **superego** being our moral conscience.

The id wants instant gratification and represents our basic needs. It is the most primitive part of our personality and is found in the deep unconscious part of the brain. The id would tell you to ignore your homework and go to the party instead.

The superego is what people think of as our conscience. Concerned with social rules and morals it tells us what is right and wrong. It would tell you to stay home and complete all your homework as that is more important than going to a party.

The ego is less primitive than the id and tries to be practical and realistic. Acting as a mediator between the id and the superego it would suggest you spend some time completing your homework and then go to the party. It is in the partly conscious and partly unconscious mind.

Sigmund Freud (1856–1939)

Freud's theory of personality

Superego   Ego   Id

Psychological theories

Hans Eysenck

Eysenck believed that certain personality types are more likely to commit crime because they crave excitement, but are slow to learn that crime has bad consequences. He based his results on analysis of responses to a personality questionnaire. He carried out the questionnaire on 700 soldiers who were being treated for neurotic disorders at the hospital where he worked. He believed that the answers suggested that there were a number of different personality traits that were being revealed by the soldiers' answers.

Hans Eysenck (1916–1997)

He then identified, initially, two 'dimensions' of personality, namely extraversion/introversion (E, I) and neuroticism/stability (N, S). These had personality traits or characteristics.

- **Extraversion/introversion:** concerns the amount of stimulation a person needs. An extrovert is sociable but can become bored very quickly, if there is a lack of stimulation. Whereas introverts are reliable and in control of their emotions.
- **Neuroticism/stability:** concerns the level of emotional stability of a person. Neurotics are very anxious and often irrational. Whereas a stable personality is calm and emotionally in control.

Eysenck later added a third dimension of psychoticism (P), a cold, uncaring and aggressive personality, and this further indicated a tendency towards criminality.

A healthy personality needs a balance between all three parts. When these parts have an unresolved conflict the result is a disturbed personality. If the id dominates, the mind may be uncontrollable and this is when criminality takes place. However, if the superego is dominant someone would very moralistic, expecting perfection and being rather judgemental if this was not achieved. A dominant ego can result in someone incapable of accepting change and desiring a very fixed and rigid lifestyle.

Children need to progress from the pleasure principle, being id dominated and therefore needing instant gratification, to the reality principle, where the ego is dominant. Criminals are those children who do not make this transition. According to Freud, the child needs a stable home environment in order to successfully make this transition. Research has supported the fact that most criminals come from unstable homes. John Bowlby (1944) study looked at maternal deprivation by studying 44 juvenile delinquents and comparing them with non-criminal disturbed juveniles. Of the delinquents, 39% had experienced complete separation from their mothers for six months or more during the first five years of their lives compared with 5% of the control group.

Key terms

Juvenile delinquent: Someone under the age of 18 years who has broken the law.

Control group: A group in an experiment or study that does not receive treatment by the researchers and is then used as a benchmark to measure how the others subjects tested did.

Take it further

Research the Oedipus and Electra complexes to discover some of Freud's theories about the impact of our upbringing.

Key terms

Extraversion: Being mainly concerned with and gaining pleasure from things outside of the self.

Introversion: Directing your interests inwards or to things within the self.

Neuroticism: To have feelings of anxiety, worry, anger or fear.

Stability: Unlikely to move or change.

Psychoticism: A personality pattern that is typified by aggression and hostility towards other people.

UNIT 2 CRIMINOLOGICAL THEORIES

Eysenck's theory predicts that people who have extrovert (E), neurotic (N) and psychotic (P) personalities are more likely to offend because it is difficult for them to learn to control their immature impulses. Hence, criminals are more likely to be impulsive, thrill-seeking, and unable to accept and understand the rules of society.

Activity

Take the personality test to discover your type of personality.
See http://similarminds.com/eysenck.html.

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The following pages have been taken from the book: WJEC Level 3 Applied Certificate and Diploma by Carole A Henderson.

You do not have to purchase this book, but you can visit the website below and view the sample pages. You will find the attached in this **sample.**

The sample pages also cover some of the material on earlier tasks e.g. hate crime, honour crime and domestic violence etc.

https://www.illuminatepublishing.com/index.php?main_page=product_info&cPath=30&products_id=157

SP Task 9: Glossary

Complete the glossary of key concepts that you have looked at so far in this pack.

Key Concepts	*Definition*
Criminology	
Deviance	
Decriminalisation	
Moral Panic	

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Honour Crime	
Domestic Violence	
The Double Jeopardy Law	
Official statistics	
Nature	
Nurture	
Individualistic theory	

SP Task 10: Check Answers to Induction Task 5

A. Trespassing and damage of property leading to loss of owner's income
B. Arrested for possession and being under the influence of drugs, possession of an unloaded gun and trespassing
C. Arrested for protesting outside the South African embassy against unfair treatment of Black people in South Africa
D. Arrested for assault, driving under the influence of drugs, driving whilst license was suspended
E. Avoiding paying £20 million in tax that would help to pay for the NHS, Welfare and Schools in this country
F. Driving under the influence of alcohol and causing a collision injuring two other people

1. Ant McPartlin – F
2. Lindsay Lohan – D
3. Robert Downey Jr – B
4. Gary Barlow – E
5. Jeremy Corbyn – C
6. Theresa May – A

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Completion of Tasks Checklist

Before you hand in your work during your first criminology lesson you will need to ensure that you have **completed everything on the checklist below**. Remember the tasks set have been designed for the Head Start Test you will be sitting during your first week in 6th form. Hand in your work to your teacher during your first lesson.

Induction Tasks Checklist	
Induction Tasks	**Completed**
Induction Task 1 – What is Criminology?	
Induction Task 2 – Crime and Deviance	
Induction Task 3 – Changes	
Induction Task 4 – Differences	
Induction Task 5 – Crime or Deviance	

Summer Project Task Checklist	
Summer Project Tasks	**Completed**
SP Task 1 – Types of Crime	
SP Task 2 – Campaigns	
SP Task 3 – Media Representations of Crime	
SP Task 4 – Social Policy	
SP Task 5 – Policing and Crime Prevention	
SP Task 6 – Case Study of Ruth Ellis	
SP Task 7 - Nature vs Nurture – The Big Debate	
SP Task 8 – Individualistic Theory of Criminality	
SP Task 9: Glossary	
SP Task 10: Check Answers to Induction Task 5	

We are looking forward to seeing you in September – have a good summer!

Reading List - Criminology	Useful things to watch
1984 – George Orwell Folk Devils and Moral Panics – Stanley Cohen A Glasgow Gang Observed – Patrick James Gang Leader For A Day – Sudhir Venkatesh Fake Law – The Secret Barrister Traces: Memoir of a Forensic Scientist and Criminal Investigator – Patricia Wiltshire My Life With Murderers – David Wilson A wide range of newspapers including The Guardian and Independent 	- Any documentaries, including Panorama, Louis Theroux, Stacey Dooley, Mind of a Murderer etc - Black Mirror series (Netflix) - Goodfellas - The Godfather (part 2 is the best) - Legend - McMafia (previously BBC i-player) - Freedom Writer's Diary - Dangerous Minds - Chernobyl (drama) - When They See Us (Netflix) - The Society (Netflix) - Blood Diamond - Ted Talks/Crime/Criminal Justice - Orange is the New Black (Netflix) - The Innocence Files (Netflix) - Cold Case Files (Netflix) - I Am A Killer (Netflix) - When They See Us Now – Oprah Winfrey (Netflix) - The Stanford Prison Experiment (Youtube) - The Push – Derren Brown (Netflix) - MacIntyre Undercover: The Chelsea Headhunters (Youtube) - The Shawshank Redemption - The Green Mile

Useful Websites

https://revisesociology.com/tag/criminology/

https://criminology.uk.net/

https://www.wjec.co.uk/en/qualifications/criminology-level-3/#tab_overview

The Social Science Department will be creating a twitter account soon and we are aiming to share regular research and articles that will be relevant to all areas of Social Science, including Criminology. Watch this space!