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**Knowledge Rich Curriculum Plan**

A-Level Criminology- Unit 4: Crime and Punishment



| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| * 1. **Describe processes for law making**   **Government: Parliamentary law processes** | * To describe means give an account that addresses the features of the set issue and considers appropriate supporting material. * Statute laws are made in the houses of parliament * The houses of parliament can be dividend into three parts – the queen, the house of commons, and the house of lords. * The house of commons is made up of 650 members of parliament. These members of parliament (MPs) are the elected representatives of a constituency (geographical area of the country). * Having elected representatives in the houses of parliament is an important part of a democracy. It allows power to be invested in the people of the country. By choosing who represents them, it is more likely their wishes for how the country is run will be granted. * The house of lords is made up of 800 peers, some of these (92) are hereditary positions passed on to the next generation, 26 peers are from the CofE (bishops and archbishops). * A green paper is written by the government. Initially it will contain a range of options for proposed legistation. The green paper will be put before the public, allowing them to comment on proposed legislation. * Following this, a white paper is produced. Using public feedback, the white paper is drawn up and includes more concrete ideas about new legislation. It will often include a draft of the bill to be put before parliament. * Both the houses must agree to a new law before it is passed. A proposed law will follow a series of steps in each house before it is made statute. * Once both houses have agreed, the queen will give Royal Assent. | **Democracy**  **Statute law**  **Royal assent** | Students will already know the role of judges in making criminal law from Unit 3.  Students will be able to make synoptic links to Unit 1 knowledge. Students should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1. This includes how laws are made. | Weekly previous exam questions set as homework and teacher assessed. |
| * 1. **Describe processes for law making**   **Judicial processes of law making: Judicial Precedent** | To describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Judges create law by setting precedent.  The decisions that have been made by other judges in the past must be followed by other judges.  If two cases, each with striking similarities, are put before two courts of law, the outcome of each case should be similar. This means that sentencing is fair and just.  The UK legal system is structured with four types of court that are structured in a hierarchical way. This means that some courts carry a higher rank and have more power than others. The higher court in the UK is the Supreme Court, followed the by Court of Appeal, then the Crown Courts, and finally Magistrates Courts. A decision made by a higher court automatically sets precedent for lower courts. That means that the decisions made by a Court of Appeal must be followed by a Crown Court. For example, if an offender appealed their sentence given in the Crown Court, and appeal was granted by the Court of Appeal and a lighter sentence given, the new lighter sentence issued by the Court of Appeal sets precedent for future cases that are put before the Crown Court.  Exceptions to precedent are examples of when the rule of precedent does not apply.  Not all cases are exactly the same. If a judge feels that a case they are hearing is significantly different to those that have been heard in courts previously, they do not have to follow the rule of precedent.  We saw this in the Sarah Everard Case. When Wayne Couzens was brought to trial, he was issued the rare sentences of a whole life order as the judge recognised that his case was different to others.  The second exception to following precedent is overruling. This is when a previous ruling is declared wrong or outdated. For example, in 1991 a husband convicted of raping his wife appealed the conviction claiming that prior to his conviction precedent stated that a man should not be convicted of raping his wife because marriage give irrevocable consent. The court of appeal upheld the conviction as precedent was outdated in a society where men and women were considered equal instead of viewing the woman as the man’s property. When precedent is overruled a new law is set. | **The Literal rule**  **The golden rule**  **The mischief rule**  **Judicial precedent** | Students will already know that there is a court hierarchy in the UK Judicial system – Magistrates, crown, Court of Appeal and Supreme.  Students will be aware of the role of the judge and lay people from Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| * 1. **Describe processes for law making**   **Judicial processes of law making: Statutory Interpretation** | To describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Judges can make the law through the way they interpret it. This is known as statutory interpretation.  To create and enforce the law, they can use any of the following three rules:   1. The literal rule means the judge can interpret the meaning of the words contained within legislation using their everyday or most common meaning. 2. The golden rule allows judges to modify the literal rule when the literal rule would result in an absurd/ridiculous outcome. E.g. the wording of the Official Secrets Act (2010) made it an offence to obstruct the queens forces in the vicinity of a prohibited base. In 1964 a defendant tried to argue they were not guilty of breaking this law as they were actually in the prohibited base rather than ‘in the vicinity’ of it. 3. The mischief rule allows judges to apply the law as it was intended. For example, in 1951 a defendant was found guilty of being ‘drunk in charge of a carriage, when in fact they had been drunk riding a bicycle. The judge viewed the intentions of the Licencing Act (1872) as to prevent to use of any form of transport when drunk. Laws are usually made to combat a problem in society, this is the mischief. The law must successfully do what it was intended to do, therefore judges can go against the literal rule to ensure that this happens. | **Hierarchy**  **Statutory interpretation** | Students will already know that there is a court hierarchy in the UK Judicial system – Magistrates, crown, Court of Appeal and Supreme.  Students will be aware of the role of the judge and lay people from Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.2**  **Describe the organisation of the criminal justice system in England and Wales** | To describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Know the organisation and role of the agencies involved in criminal justice and consider the relationships between different agencies and the extent of co-operation that exists. | **Mitigating**  **Aggravating**  **The Criminal Justice System** | Students will already know the role of the CPS from Unit 3 and how they liaise with the Police and courts.  Student will already know the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved from Unit 3  Students can also draw on their learning of campaigns and changes in policy learned in Unit 1. |  |
| **1.2**  **Describe the organisation of the criminal justice system in England and Wales**  **Introduction to agencies** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  How are laws made? Refer to process in parliament, and judiciary involvement. **Use blank knowledge organiser for 1.1 to recall the law making process.**  Who enforces the law? Explain the role of police officers. – they enforce the law - They are typically the first to arrives at the crime scene - Have the job of securing the crime scene - Number one priority is the preservation of life - Police have specialist departments that deal with certain types of crime, e.g action fraud. – investigate crime, make arrests, interview suspects and witnesses - pass cases to the CPS who then prosecute.  What is the role of the CPS? The Prosecution of Offences Act (1985) states that they must take over criminal proceedings from the police. They decide whether or not to prosecute a suspect. They determine the charges that are appropriate in any case, and advise the police on what charges should be applied. Prepare cases to present in court. Use the full code test or threshold test to decide whether or not to prosecute. They can also advise the police about possible lines of inquiry (have you checked x) and what evidence may be needed to build a case.  What do the courts do? They must decide the outcome of a criminal case. All cases begin in the magistrates court. The defendant submits their plea of either guilty or not guilty. The case will then be held in either a magistrates court or a crown court. Indictable offences are automatically passed to the crown court, whereas for either way offences the magistrate must consider the aggravating and mitigating factors in the case to determine the likelihood that they will be able to issue an appropriate sentence.  In court, the defence and prosecution lawyers will each present their case. Testimonial and physical evidence is likely to be presented.  In a magistrate’s court, three magistrates determine the verdict and sentence for an offence.  In a crown court, the jury decide the verdict and the judge issues the sentence. When a sentence is issued, the sentencing guidelines must be followed. **Following this explanation, play the video on the sentencing guidelines and move through the tasks that follow.**  Who deals with the punishment of offenders? Formal punishment is dealt with by both the HM Prison Service and The National Probation Service. HM Prison Service house and supervise prisoners throughout their sentence. The National Probation Service monitors offenders who are serving their sentence in the community, including those released on licence before they have completed their full sentence. Introduce the probation service with video. | **Agencies**  **Police**  **Courts**  **Probation service**  **Crown Prosecution Service** | Students will already be aware of the key agencies involved in the criminal justice system from Unit 3. In particular, students will have in depth knowledge of the role of the CPS from Unit 3 and how they liaise with the Police and courts. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.2**  **Describe the organisation of the criminal justice system in England and Wales**  **Police and other agencies** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **Police and CPS**  Once police have investigated the crime, they pass the case to the crown prosecutor who decides whether or not to prosecute  Police can get advice from the crown prosecutors throughout their investigation. CPS can advise them in serious and complex cases on how to secure enough evidence for a conviction  CPS advise police on the charges that should be brought against the suspect  When a decision has been made to prosecute, the police will inform witnesses who need to attend court and update victims on the progress of the case  **Police and courts**  Police may give evidence in court, they will be called forward by the prosecution team  Throughout court proceedings, police will provide protection for vulnerable witnesses  Police officers will be responsible for holding suspects who are not given bail until their trial date  Police officers will also be responsible for transporting some suspects to and from the court.  **Police and punishment agencies**  Police are responsible for transferring prisoners to the prison when a custodial sentence has been issued by the judge.  They also work closely with the probation service.  The probation service manage offenders in the community  If an offender placed on probation breaks the terms of their licence, they must be returned to court and then given a custodial sentence. Police officers will arrest them and take them back to court.  Details of child sex offenders will also be managed by police when they have been through court and are released from custody or on. | **Liaise**  **Custodial sentence** | Students will already know the role of the Police from Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.2**  **Describe the organisation of the criminal justice system in England and Wales**  **Courts, CPS and Formal punishment agencies** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **The CPS and courts**  Crown prosecutors are responsible for prosecuting those charged with an offence. Most of those employed by the CPS are lawyers and they play a key role in the court proceedings.  They decide what the defendant is charged with, which determines what the trial is actually about.  They then prepare cases for court, ensuring that evidence they intend to present is admissible and credible.  They present evidence in court, by calling witnesses and displaying physical evidence.  When a judge makes an error in law during sentencing, the CPS will begin to prepare an appeal against the unduly lenient sentence.  **The courts and formal punishment**  Before a defendant is sentenced, probation officers can be called upon to provide a pre-sentencing report. Use reading material to determine what a pre-sentencing report is.  Once a sentence has been issued by the courts, the prison service and the probation service are then responsible for fulfilling the orders made by the court. E.g. probation service will ensure a community order is fulfilled, or that the offender submits to regular drug tests.  Prison service supervise offenders refused bail/held on remand.  Probation service may have to attend court to give information relating to how the offender is progressing with a community order.  If an offender breeches the terms of their licence, they will be returned to court from the care of the probation officer.  The probation service will communicate with the prison service before an offender is released. This is to decide whether or not probation is a suitable option for the offender, and if so the conditions of their release.  When offenders are on remand awaiting their trial, the courts and the prison service will communicate with one another to ensure that the defendant attends court.  When a prisoner has to appear in court via video link rather than in person, the prison service will arrange this. | **Formal Punishment** | Students will already know the role of the CPS from Unit 3. Students will be aware of the hierarchy of courts and the types of punishment from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.3 Describe the models of Criminal justice**  **Crime control model** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Students will know that there are two different types of models of Criminal Justice – Crime Control Model and Due Process model.  The crime control model views crime as a threat to society, and to the freedom of people. It therefore believes that crime control should aim to suppress crime. The priority is to catch offenders as soon as possible, and punishment should act as a deterrent – link to realist theories in politics. Conservatives believe introducing harsher sentences is an effective method for dealing with criminal behaviour.  In this model, the suspect is presumed guilty rather than being considered innocent until proven guilty. Trust is placed in the effectiveness of the police in identifying criminals throughout their investigation.  It believes police should be free from any unnecessary legal obligations that prevent them from investigating crime.  Once an offender has been identified, the crime control model suggests that their should be a form of assembly line/conveyor belt that processes the offender swiftly and effectively.  It holds the belief that it is better to process offenders in this way and risk a few innocent people being wrongly convicted than it is to allow the guilty party to remain in society unpunished.  The rights of society are more important than the rights of the public. | **Suppression**  **Deterrence** | Students will already know the key term miscarriages of Justice and real life cases of this from Unit 3.  Students will draw on their understanding of criminological theories in Unit 2 and be aware of the key term Deterrence.  Students will review criminal verdicts in Unit 3 to gain awareness of the application of these models. These include the Colin Stagg, Sally Clark and Birmingham Six cases. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.3 Describe he models of Criminal justice**  **Due Process model** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Assumes the greatest threat to freedom is the possible oppression by the state – e.g. police, judiciary abuse of power. We must protect the accused from this oppression.  Suspect is presumed innocent until proven guilty.  Due process rules – a set of rules that must be followed throughout criminal investigations that protect the defendant’s rights. Model does not assume that police are competent or honest and therefore reinforces the need for these due process rules. Includes rules about arrest, disclosure, admissible evidence, and legal representation.  These rules provide a necessary obstacle course for police and prosecutors before they can secure a conviction. Means that someone who is guilty may sometimes go free base on a technicality, but this is better than risking convicting an innocent person.  The rights of the accused are emphasised over the rights of the victim. | **Oppression**  **Due process rules** | Students will already know the key term miscarriages of Justice and real life cases of this from Unit 3.  Students will draw on their understanding of criminological theories in Unit 2 and be aware of the key term oppression.  Students will review criminal verdicts in Unit 3 to gain awareness of the application of these models. These include the Colin Stagg, Sally Clark and Birmingham Six cases. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.3 Describe the models of Criminal justice**  **Unit 2 synoptic links** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Students will draw on their understanding and apply criminological theories in Unit 2. This includes Right Realism, Let Realism and Labelling Theory. | **Left Realism**  **Right Realism**  **Labelling Theory** | Students will draw on their understanding and apply criminological theories in Unit 2. This includes Right Realism, Let Realism and Labelling Theory.  Students will be aware of the key term’s deterrence and oppression.  Students will review criminal verdicts in Unit 3 to gain awareness of the application of these models. These include the Colin Stagg, Sally Clark and Birmingham Six cases. | End of L01 test using previous exam questions. |
| **2.1 Explain forms of social control**    **Internal forms** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  Explain forms of social control including:   * internal forms   + rational ideology   + tradition   + internalisation of social rules and morality * **Social control** involves pressures to persuade or **compel** members of society to **conform** to the rules. * **Internalisation** – accepting or absorbing and idea, belief or opinion so that it becomes our own * **Rational ideology** – the internalisation of rules that help to guide us in what is right and wrong   Id Ego and Superego – three parts of personality that were put forward by Sigmund Freud.  It is the development of the superego that ensures we conform to the rules of society. It is an internal form of social control.  The superego begins with the **internalisation** of the moral values of a parental figure. It then acts as our moral conscience throughout our lives, guiding us on what is right or wrong. The superego contains aspirations about who we want to be, and how we ought to act and be viewed by others.  When our behaviour is in conflict with the ideals placed on us by the superego, we feel guilt and shame. This ensures that we do not break rules.  We conform to rules in society because we have identified with the values placed on us by the culture that we belong to. We come to see ourselves as belonging to that culture or religion, and so conform to the traditions that fit with our culture or religion.  By following tradition, we affirm our identity with the culture we belong to.    **Rational ideology** – the internalisation of rules that help to guide us in what is right and wrong  Social control can be achieved through the internalisation of societal values and beliefs.  We internalise values through the process of socialisation. This is a learning process that enables us to understand the norms and values of society.  Socialisation is achieved through our upbringing (parents teach us what is acceptable and right), our education, our friendship groups, and religion.  As a result of this process, we internalise the values of society and willingly conform to them. | **Internalisation**  **Compel**  **Conform**  **Rational ideology**  **Social control** | Students will draw on their understanding of criminological theories in Unit 2. This includes Freudian theory to explain internalisation of social rules and morality.  Students will draw upon their understanding of norms and values and socialisation when discussing tradition and rational ideology. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.1 Explain forms of social control**  **External forms** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.   * external forms   + coercion   + fear of punishment   + **Operant conditioning** – the assumption that behaviour is shaped by it’s consequences (rewards and punishments).   + **Coercion** – persuading someone to do something using force or threat   **External forms of social control** come from society and the world around us. We conform to rules because of the consequences issued by others.  Coercion can involve **physical violence, as well as psychological violence**.  **Pressure** can also come from the threat of punishment.  **Agencies of social control** shape our behaviour. Agencies of social control – organisation or institutions that impose rules and shape our behaviour  e.g. family, peer groups, school, and agencies within the criminal justice system  These agencies can **issue sanctions, and some can issue rewards**.  -ask students for examples of reward and punishment given by their family, friends, and school  This explanation links in with positive and negative reinforcement, and punishment – **Skinner’s theory of operant conditioning**  **Fear of punishment** from these external agencies can prevent us from committing acts that would be against the law. E.g. sentences act as a **deterrence.** They prevent the individual from wanting to commit the same crime again because of the sanction they were given, and also set an example for others in the community by showing them what will happen if they commit the same, or similar, offences. **Individual deterrence and general deterrence.** | **Coercion**  **Operant conditioning** | Students will draw on their understanding of criminological theories in Unit 2. They will be aware of the theory of Operant Conditioning from previous study of Token Economies.  Students will already be aware of forms of punishment that will act as a deterrence to committing crime. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.1 Explain forms of social control**  **Control Theory** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  Social control theory was put forward by Travis Hirschi in 1969. Previous explanations of criminality had focused on what makes someone criminal, but Hisrchi believed that a more important question to ask was what makes the rest of us conform in society? He believed that conforming to social norms was the result of an individuals bonds to society.  An individual’s bonds to society has four elements:  **Attachment** – the more attached we are to others, the more we care about their opinion of us. This means we then respect and abide by their norms.  **Commitment** – an individual will have a stronger bond to society when they have committed to conventional goals, e.g. succeeding in education and work. This commitment will result in an individual who has more to risk if they were to commit crime.  **Involvement** – if we are involved in conventional activities, we will have less time for criminal activity. E.g. youth clubs  **Beliefs** – the process of socialisation teaches us that it is right to obey the law. We come to hold this belief and therefore do not break the law. | **Conventional**  **Socialisation**  **Attachment** | Students will draw upon their understanding of norms and values and socialisation when discussing tradition and rational ideology. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Retribution** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.   * Retribution – a form of payback/vengeance for a criminal act     **Retribution** – payback for the offence. The offender should be punished because it is **just and fair**. Punishing offenders allows society to **express moral outrage**. Moral outrage is justifiable anger/disgust directed towards an action that violates ethical standards. The punishment should therefore be **appropriate and proportionate** to the crime committed. In the UK we have a ‘**tariff’ system**. This means there are fixed penalties (maximum and minimum sentencing) for each type of crime. To ensure penalties are proportionate, judges consider **mitigating and aggravating** factors. For example, hate crime carries a higher tariff than other offences. If an offence has been motivated by hate, they will be given a higher sentence. | **Proportionate**  **Retribution** | Students will have an understanding that the severity of a crime dictates the type and length of punishment given to a criminal.  Students will be aware from Unit 1 and 2 that some crimes result in moral outrage from the public. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Deterrence** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.   * Deterrence – punishment prevents other offences, both from the criminal and society   Deterrence – fear of punishment should deter people from committing crimes. This can work on an individual level as well as a community level. An individual’s experience of punishment should be unpleasant, convincing them that it is not worth committing the offence again.  Give example of Short Sharp Shock initiative introduced by MT. Watch video, and read information before summarising.  Deterrence should also work on a community level. Other members of society should be able to see the punishments given for crimes committed, and these punishments should be enough to deter others from committing similar crimes. How is punishment made apparent to the rest of society? Through the media. Historically, executions used to be witnessed by the public.  The apparent likelihood of getting caught may influence the likelihood that punishment will deter others from committing the crime. | **Community deterrence**  **Individual deterrence** | Students will already have an understanding of the key term Deterrence from Unit 2 and previous content in Unit 4 (Crime control model).  Students will have previous knowledge about the two types of deterrence (individual and community) from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Rehabilitation** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.   * Rehabilitation – reforming the offender, so that they can return to society and not commit further crimes   Rehabilitation – aims to reform the offender, allowing them to rebuild their lives and go out into society without committing further crimes. This is achieved through programmes that are designed to teach the offender new ways of reacting to situations or equip them with skills that will reduce risk factors associated with offending. E.g. many offenders usually have a low level of intelligence and/or educational attainment. Providing educations and skills training can reduce the likelihood they will reoffend. Other programmes usually offered include drugs testing and anger management. | **Anger management**  **Rehabilitation** | Students will already be aware of the key term rehabilitation from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Reparation** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.   * Reparation – making good for the harm caused by the crime   Reparation – offender makes amends for their wrongdoing. Can make amends with the individual victim or society as a whole. Examples include financial compensation and unpaid work.  Restorative justice is another example. | **Reparation**  **Imprisonment** | Students will have an understanding of other form of punishment such as HM probation service and the term unpaid work. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Public protection** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.  Public Protection – punishment should **incapacitate** offenders as this provides protection to the public. If you incapacitate, it means you prevent the individual from functioning in society, removing their ability to interact with the public. Examples include execution, chemical catration, foreign travel bans, and electronic tagging.  **Imprisonment is the main form** of incapacitation. It means offenders cannot commit any further crimes against the public for the duration of their sentence. The Crime Act (1997) is an example of this. New **minimum sentences were introduced for repeat offenders**. Automatic life sentences were mandatory for a second serious sexual of violent crime.  The Criminal Justice Act (2003) also introduced the idea of **‘imprisonment for public protection’** and allowed indeterminate prison sentences to be given to dangerous offenders. | **Public protection**  **Incapacitate** | Students will have an understanding of chemical castration from Biological policies in Unit 2.  Students will have an understanding of the Criminal Justice Act (2003) from Unit 3 and the Crime Sentencing Act (1997) from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Discuss the aims of punishment**  **Unit 2 synoptic links** | Students will know that to discuss means to provide a commentary that includes a range of arguments and/or factors.  Students should apply their knowledge of criminological theories from Unit 2 to the five aims of punishment. This includes biological theories, Right Realism, Left realism, Eysenck’s. Criminal personality theory, Operant conditioning, and Marxism. | N/A | Students will already know key criminological theories from Unit 2. These include biological theories, Right Realism, Left realism, Eysenck’s. Criminal personality theory, Operant conditioning, and Marxism. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Assess how forms of punishment meet the aims of punishment**  **Imprisonment** | Students will know that to assess means to judge how, and how effectively, the set issue or issues achieve their objectives.  **Institutionalised** – the process of becoming accustomed to the norms of an institution, such as a prison or school.  **Recidivism** – the tendency of a convicted criminal to reoffend.  Imprisonment is when a custodial sentence has been given.   * Institutionalisation: they may adapt to life inside and pick up certain behaviours that do not allow them to fit into society and an ordinary life easily when they leave prison. * According to Morgan (2000) 75% of young offenders and 50% of adults re-offend within 2 years of release. * In Norway, recidivism rates are much lower than they are in the UK (57% according to the ministry of justice, 2013) owing to the emphasis they place on rehabilitation and skill development rather than punishment * Custodial sentencing is unsuccessful and does not rehabilitate prisoners- a prison is a ‘university for crime’ * Gillis and Nafekh (2005) found that offenders who were employed whilst on conditional release were significantly more likely to remain on release until the end of their sentence than those who were unemployed. * From 2012, indeterminate sentences were abolished. * Mandatory life sentences are given for murder, with some cases given a whole life term.   Apply to 5 aims of punishment.  Case of John Worboys – discuss nature of his offences. Serial rapist, danger to public. Indeterminate prison sentence given for public protection.  Parole board in 2018 decided to release him – victim campaigning ensured that this decision was overturned.  However, indeterminate prison sentences are no longer given, meaning public may not be protected as well from other similar offenders. | **Institutionalised**  **Recidivism** | Students will already be aware of the five aims of punishment (Retribution, Rehabilitation, Reparation, Public Protection and Deterrence).  Students will already be aware of the key term Recidivism. Students will have an understanding of the Criminal Justice Act (2003) from Unit 3 and the Crime Sentencing Act (1997) from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Assess how forms of punishment meet the aims of punishment**  **Community Sentencing** | Students will know that to assess means to judge how, and how effectively, the set issue or issues achieve their objectives.  Community sentences are sanctions that happen outside of the prison environment, and in the community. E.g. taking part in unpaid work for a fixed number of hours.  Unpaid work is a common feature of community sentencing. The offender is therefore giving back to the community.  Offenders may be instructed by the court to repair damage they have caused to someone’s property.  Offenders are under the supervision of a probation officer who ensures they comply with their court order. For example, the offender may have been placed on tag and instructed that they are not allowed in the vicinity where the victim lives.  Community orders ensure that offenders comply with employment programmes and submit for regular drug testing if this is a risk factor for their offending.  Community sentencing is more effective than imprisonment. This is shown through lower recidivism rates. In the study conducted by Oldfield (1996) – 63% of those given a custodial sentences reoffended with a 5 year period after release compared to 41% of those given community sentences.  Community sentences are not considered a soft option. The offender can be instructed to take part in up to 300 hours of unpaid work.  The offender is publicly shamed when taking part in community service through the use of high visibility vests.  Apply to 5 aims of punishment. | **Comply**  **Supervision** | Students will already be aware of the five aims of punishment (Retribution, Rehabilitation, Reparation, Public Protection and Deterrence).  Students will have an understanding of other form of punishment such as HM probation service and the term unpaid work. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Assess how forms of punishment meet the aims of punishment**  **Fines** | Students will know that to assess means to judge how, and how effectively, the set issue or issues achieve their objectives.  A fine is a financial penalty issued for an offence. They can be calculated based on the individuals financial circumstance to ensure they are impactful.  Paying a fine is beneficial to the criminal justice system, as it reduces the cost incurred from dealing with offenders.  Whitehead (2014) found that between 2009 and 2013, £237.1 million in fines were ‘administratively written off’ because there was no realistic chance of collection.  Financial penalties can include paying compensation to the victim.  Walker and Farrington (1981) found that fines lead to lower rates of reoffending than community sentences.  Fines can be paid by someone other than the offender.  The fine issued to business may actually be less expensive than the cost of operating in a legitimate way, and so it is not punishment at all.  Apply to 5 aims of punishment. | **Fine**  **Incurred**  **Compensation** | Students will already be aware of financial compensation as discussed in 2.2.  Students will already be aware of the five aims of punishment (Retribution, Rehabilitation, Reparation, Public Protection and Deterrence). | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Assess how forms of punishment meet the aims of punishment**  **Discharges** | Students will know that to assess means to judge how, and how effectively, the set issue or issues achieve their objectives.  A discharge is a sanction whereby no further action is taken after court. It is decided that the stress of going through court and being given a criminal record is punishment enough.   * Discharges are considered appropriate sentences for minor, first time offences. * Conditional discharges mean the if the offender reoffends, they will be charged with both the first offence and the subsequent one. * Some people may experience high levels of stress through being taken through the criminal justice system. * Some individuals may not feel much stress when being taken through the criminal justice system, and will therefore not see any reason not to reoffend when given an absolute discharge. * With a discharge, no intervention is put on place to target any cause of offending.   Apply to 5 aims of punishment. | **Intervention**  **Conditional discharge**  **Absolute discharge** | Students will already be aware of the five aims of punishment (Retribution, Rehabilitation, Reparation, Public Protection and Deterrence). | End of L02 test using previous exam questions. |
| **3.1 Explain the role of agencies in social control**  **Police** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  **Aims and objectives:**  To keep the peace and maintain order  To protect life and property  To prevent, detect, and investigate crime  **Funding:**  The majority of funding for the police comes from the government (2/3)  A proportion of funding comes from local council tax  A small amount comes from charging for services such as policing football matches  **Philosophy:**  **Read** through Sir Robert Peel’s Philosophy (1929) and pick out the main principles. Summarise these together  **Working practices:**  National and local reach – the police operate in regional forces, with 39 across England and 4 in wales. Some specialist forces work on a national level rather than regional. E.g. national crime agency **– play video** to show what they do and their reach.  Types of criminality and offender  The police deal with virtually all types of crime. Though there are specialist units within the police that are trained to deal with specific categories of crime.  For example, dog handlers will deal with tasks such as detecting narcotics, explosives and weapons. They may also be involved in searches for dead bodies.  Firearms units can be found within regional police forces. Police forces that operate near a river will have a river police department who monitor pollution levels, assist those in danger, and work with HM revenue and customs to prevent smuggling. | **Philosophy**  **Narcotics**  **Local reach**  **National reach**  **Social control** | Students will already be aware of the role of the police from Unit 1 and be aware of the term social control from internal and external control theories in 2.1. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **Police** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  Consider how effective the police are in achieving their aims and objectives using statistics  The police are effective  **Improved recording**  In 2016, it was reported that the police recorded crime had rose by 7% (ONS)- reducing the number of unrecorded crimes. This means police officers are more likely to follow up and investigate a crime, and are therefore effective in achieving social control.  **Prioritising**  The police use statistics to set local and national priorities, thus providing better protection to the public and achieving social control. One example of this is domestic abuse. A survey of domestic abuse practitioners in 2017 revealed that professionals viewed the police response positively, claiming that it had improved in the previous 3 years.  The police are not effective  **Public protection**  The police do effectively protect the public – specialist departments such as the national crime agency work nationally to protect the public from organised crime. In 2021, the National Crime Agency reported their most successful year yet, NCA activity has led to the seizure of 450 firearms in the UK and abroad, the arrest of 154 of the most abhorrent child sex offenders, and the safeguarding of over 1,600 children and over 700 potential victims of human trafficking.  **Funding and resources**  Since 2010, government austerity has meant that there have been cuts made to the police budget. With a reduced budget, the police are not able to investigate crimes as effectively and some crimes will be neglected. This means the police are not able to fulfil their aim of detecting and investigating crime.  **Crime Rates**  Although some crimes such as [theft](https://www.statista.com/statistics/303557/theft-in-england-and-wales/)remained at quite low levels, the number of [violent crimes](https://www.statista.com/statistics/288256/violent-crimes-in-england-and-wales/) has seen a sharp increase in recent years, rising from 634,600 offences in 2013/14 to almost 1.78 million in 2020/21, for England and Wales. These figure would suggest that the police are not effective at preventing crime and are therefore failing to achieve social control. However, these could be explained through improved recording of crime in recent years.  **Relations**  Police sometimes fail to work objectively, which in turn can affect the relations they have with certain members of the community. For example, institutional racisms (e.g. through stop and search, and failure to recruit BAME) can lead to increased resistance from BAME community. This would mean that the philosophy presented by Peel, that the police should maintain good relationships with the public, is not achieved. This will lead to certain members of the community not co-operating with police officers, and as such limit their ability to protect the public and achieve social control.  **Charge Rates**  In 2019, it was reported that only 7.8% of crimes recorded by the police actually resulted in a suspect being charged. This could be attributed in part to a failure by the police to properly investigate crime. | **Abhorrent**  **Austerity**  **Black and Minority Ethnic (BAME)**  **Office for National Statistics (ONS)** | Students will already be aware of key terminology BAME and ONS from Unit 1. Students will already have explored strengths and limitations of the police in terms of effectiveness, cost, and availability in Unit 3.  Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.1 Explain the role of agencies in social control**  **CPS** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  Aims and objectives  Main prosecutor in England and Wales  Set up in 1986 under the Prosecution of Offences Act (1985) to act independent of the police when prosecuting witnesses, thus preventing bias.  Role involves:  Advising police through investigation, such as on evidence needed to build case  Assess evidence submitted by police and continuously review cases  Decide whether to prosecute  Decide on charges  Prepare cases for court  Keep victims and witnesses informed and support them  Funding  Majority from government  Reclaim some costs from defence in court  Philosophy  Read through values and summarise key themes  Working practices  Investigate all crimes  Work nationally, with 14 regional area teams. Each regional team has a Chief Crown Prosecutor who works with local police to achieve their aims.  Working practices also include:  Full code test (evidential stage and public interest stage)  Or Threshold Test | **Independent**  **Prosecutor**  **Full code test**  **Evidential test**  **Public Interest test**  **Threshold test** | Students will already have in depth knowledge of the role of the CPS from Unit 3 and aware of all key terminology used.  Students will be aware that for each agency, aims and objectives, philosophy, funding and working practices must be known. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **CPS** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  **Convictions**  The CPS have managed to sustain high conviction rates in recent years – 83.6% in the year 2020/2021. This demonstrates that they are effective at achieving social control as the majority of offenders charged are brought to justice.  **Rape Charges**  Figures released earlier this year showed that in the 12 months to September 2021, only 1.3% of the 63,136 rape offences recorded by police resulted in a suspect being charged.  **Working Together**  In 2022 HMCPSI report found that Crown Prosecutors and Police were not working together effectively on rape cases, leading to delays in the prosecution of offenders and poor communication with victims. This shows that they are not effective at meeting some of their key aims – keeping victims informed and supporting them.  2022 HMCPSI report revealed that there are many dedicated and hard working Crown Prosecutors. Shows a strive for excellence.  **Workload**  Workload of CPS is high and overwhelming – makes it difficult for them to prosecute offenders in a timely manner and provide updates to victims. This can be linked to cuts made to CPS funding (25% cuts according to Alison Saunders in 2018, and a reduction of 1/3 of staff). Means there are fewer crown prosecutors expected to complete the same amount of work.  In addition to this, changes to the way they must search for evidence have increased their workload. Having to look through technological devices such as mobile phones takes a long time, but is important for bringing a case to justice. In one case, it took 600 hours to examine the contents of a mobile phone.  **Conviction**  The work of the CPS has been criticised for their application of the evidential stage, which will see offenders not being prosecuted if there is not enough evidence to secure a conviction in court. Many argue that the focus of the CPS work should not be the chances of securing a conviction, but instead the importance of bringing cases to justice.  **Make clear to learners that they are allowed to refer to case examples too – e.g. Damilola Taylor.** | **HM Crown Prosecution Service inspectorate (HMCPSi)** | Students will already have explored strengths and limitations of the CPS in terms of effectiveness, cost, and availability in Unit 3.  Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.1 Explain the role of agencies in social control**  **Judiciary** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  **Aims and objectives**  Have to interpret and apply the law to cases in court.  In crown court – they enforce rules/manage trial, sum up evidence, and issue the sentence.  In court of appeals – they review cases to decide if a judges ruling should be upheld or quashed. Can set precedent for lower courts to follow.  **Funding**  Judicial salaries are decided based on the recommendations made by the senior salaries review board to the Prime Minister, Lord Chancellor and the Secretary of State for Defence.  **Philosophy**  Read through guiding principles taken from Guide to Judicial Conduct 2018  Summarise the three key principles together.  **Working practices**  Deal with all types of crime and offences, apart from most minor crimes that can be dealt with more quickly in a Magistrates Court, or by the police issuing a fine or caution.  Local and national reach  There are 71 court centres across England and Wales, each deal with local cases.  The Court of Appeal and the Supreme Court work nationally as they must review cases where there is a dispute over either the verdict or sentence. | **Judiciary**  **Magistrates Court**  **Supreme Court**  **Court of Appeal** | There is a court hierarchy in the UK Judicial system – Magistrates, crown, Court of Appeal and Supreme and the role of the judiciary from Unit 3.  Students will be aware that for each agency, aims and objectives, philosophy, funding and working practices must be known. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **Judiciary** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  **Unduly lenient**  Unduly lenient sentences are evidence that the judiciary are not effective in achieving social control  In 2016, the Attorney General’s Office reported a 17% rise in the number of sentences being increased using the unduly lenient sentencing scheme.  **Bias**  Class bias – 74% privately educated  Gender bias – 68% male  BAME underrepresented – 7% vs. 13.8% of general population  **Case – Stuart Kerner**  Unduly lenient sentence and problems of victim blaming – could link to gender bias.  **Unduly Harsh/media influence**  2011 riots – harsh sentences given. Can be both a strength and a weakness as we could argue that these harsh sentences are necessary for achieving social control when crime is on such a large scale. The judge is simply considering the aggravating factors at hand (the fact that these crimes were part of a riot that caused significant damage to property and businesses across the whole country). | **Gender bias**  **Class bias**  **Unduly lenient**  **Unduly harsh** | Students will be aware of the key terms unduly harsh and unduly lenient from Unit 3.  Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.1 Explain the role of agencies in social control**  **Prisons** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  **Aims and objectives**  To protect the public  To rehabilitate offenders  To fulfil the orders of the courts  **Funding**  Government funded  **Philosophy**  ‘preventing victims by changing the lives of offenders’  **Working practices**  Types of criminality and offender – high risk, those that are deemed unsafe in the community.  National and local reach  There are 121 prisons throughout the UK. Over 100 of these (106) are government run, with 15 run by private companies.  Prisons work nationally. Prisoners are usually housed at a prison that is local in the first instance. They are then risk assessed, and moved to a prison that matches their risk level.  Categories of prisons – A, B, C and D. Prisoners are categorised based on the amount of danger they pose to the public, and the likelihood that they will attempt to escape. Category A = those that pose the greatest threat to the public and need to be housed in a prison that makes escape impossible. Category D = open prison. Offender spends most of their time out in the public because a risk-assessment has deemed them suitable.  While in prison, can be given incentives/privileges (IEPs). There are three levels – standard (starting point), basic level (reduced to this is behaviour is poor, legal minimum of privileges such as phone calls and family visits), and enhanced (moved up for good behaviour, may get a TV). | **Risk assessment**  **Categorised**  **Incentive and earned privileges (IEP’s)** | Students will be aware that for each agency, aims and objectives, philosophy, funding and working practices must be known.  Students will have previously explored imprisonment as a form of punishment in 2.3 and explored Token Economies in Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **Prisons** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  **Need to consider effectiveness of prisons in achieving social control both inside and outside of prisons.**  **Programmes**  Half of the 85,000 people currently incarcerated have a reading age of 11 or lower. Programmes can be given in prison to improve basic skills such as literacy, that then allow social control to be achieved when the offender leaves prison.  **Recidivism Rates**  Oldfield (1999) found that 63% of offenders given a custodial sentence reoffend within 5 years of release. This shows that prisons are not effective at achieving social control.  **Funding**  Funding cuts have led to staff shortages – fewer prison officers are expected to control the same number of prisoners. This makes it more difficult to achieve social control in prisons.  Fewer staff members within prisons also means that programmes designed to rehabilitate the offender are often not provided.  **Staff Turnover**  Staff turnover rates have increased since 2010, with experienced staff leaving the job.  This means prison officers that are present often lack experience and are therefore less effective at achieving social control inside the prison environment.  It can also lead to failure to rehabilitate the offender effectively, meaning prison does not achieve social control on the outside.  **Prison disturbances**  Suggest prisons are not effective at achieving social control in the prison environment  Sometimes riots break out within prisons, and offenders serving a custodial sentence  In 1990, riots broke out at Strangeways prison – link to overcrowding. In 1990 when the riots broke out, the prison that was certified to house 970 inmates had 1647.  In 2016, riots broke out at a prison in Birmingham  **Drug Epidemic**  A 2018 report published by HM Prison and Probation Service revealed that In 2017/18 the number of incidents where drugs were found in prisons increased to 13,119. This was up from 10,666 in the previous year, an increase of 23%. In addition to this, there was a significant rise in the use of new ‘psychoactive substances’ such as spice, which is 100x more potent than natural cannabis.  The use of these new psychoactive substances has been linked to increased aggression, psychosis and depression. This would make it much more difficult to achieve social control inside the prison environment. | **Turnover**  **Epidemic**  **Psychoactive substances** | Students will have previously explored imprisonment as a form of punishment in 2.3 and explored Token Economies in Unit 2.  Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.1 Explain the role of agencies in social control**  **Probation** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  National Probation Service (NPS)  **Aims and objectives**  The NPS is a “statutory criminal justice service that supervises high-risk offenders released into the community and provides statutory support to the victims of serious sexual or violent crime.”  It’s priority is to protect the public by rehabilitating offenders, by tackling the causes of their offending and enabling them to turn their lives around.  Partnerships – The NPS builds partnerships wit the courts. Police nd partners in the private and voluntary sectors to manage offenders. Private sector companies include community rehabilitation companies (CRCs) such as Sodexo Justice Services.  CRCs provide probation services for low to medium risk offenders.  The NPS has 2 types of client;   1. Offenders serving the sentence in the community;   They may have been given a Community Order by the court. This may include;   * Up to 300 hours unpaid work * Curfew or exclusion order or a residency requirement * Group programme e.g., anger management  1. Offenders who have been released on licence from prison before the end of their sentence.   Prisoners serving 12 months or more are normally released halfway through their sentence. They are released on licence which has requirements attached – e.g. Group programmes to deal with substance abuse-it is supervised by the NPS.  **Philosophy – core values and ethical principles**   * Offenders can change for the better and become responsible citizens. * Believe in the dignity and worth of every individual. * Committed to social justice, social inclusion and equality and diversity.   **Funding**   1. The government provides the funding for the HMPPS from general taxation. In 2018 the overall budget for the HMPPS was £4.6 billion. 2. CRCs are private businesses-they have contracts with the MOJ to provide probation services. The have targets to meet before being paid – however, 19 of the 21 CRCs have missed their targets and have a poor record of monitoring offenders. In 2018 the House of Commons Public Accounts Committee believed £342m had been spent on CRCs without any benefit. 3. The Government plans to renationalise the probation service into 10 English regions with an NPS division and one CRC. In Wales NPS will manage all offenders.   **Working practices**   1. Working Practices National and Local Reach  * NPS is a national service. * It provides the same standards across the country but delivers services on a local level. * The NPS replaced the 35 probation trusts in 2014. * The probation service for England Wales is now divided into 7 areas.  1. Working Practices Types of criminality and offender  * Around 250,000 offenders are on probation. * In 2018 40% were supervised by the NPS and 60% by CRCs. * Offenders monitored by CRCs are seen to be safe enough to serve their sentence in the community.  1. Working Practices: Responsibilities  * Preparing pre-sentence reports for courts to help them select the most appropriate sentence for the individual offender. * Managing approved premises for offenders whose sentence includes a residence requirement e.g. they must live in supervised accommodation. * Assess prisoners to prepare them for release on licence back into the community – at which point they come under NPS supervision. | **Statutory**  **Partnership**  **Residency**  **Ministry of Justice** | Students will be aware from Unit 2:2.1 that one form of punishment is HM Probation service.  Students will be aware that for each agency, aims and objectives, philosophy, funding and working practices must be known. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **Probation** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  **CRC’s**  Weakness  2014 – government decision to privatise part of the probation service through the employment of 21 CRC’s (Community Rehabilitation Centres) led to lower rates of success for the probation service. The CRC’s failed to achieve targets set by the government, and the efforts by the private companies to cut costs meant fewer staff and higher workloads. This makes it difficult for probation officers to effectively manage offenders, and therefore achieve social control.  **Re-nationalised**  Strength  2019 - £300 million in extra funding was allocated to the probation service, and the service was renationalised. This extra funding has been used to provide over 2500 trainee probation officers, meaning that the probation service will now be more effective in achieving social control.  However, we could argue that the probation service has already lost many experienced staff with the privatisation of the service. Trainees will lack knowledge and experience initially that will allow them to perform their jobs effectively.  **Specialist knowledge**  Weakness  Case of Usman Kahn  Watch video  Usman Kahn was on probation when he attended a conference in central London in 2019 and murdered Saskia Jones and Jack Merritt.  He was a known terrorist who had sought out other terrorists during his time in prison. Upon release, he was under MI5 investigation because there was reason to believe that a terrorist attack involving Kahn was likely upon his release.  Probation officers working with Kahn were never made aware of the MI5 concerns, and allowed him to travel to London without instructing a search to be carried out before he went to the conference. Had a search been carried out, they would have found the knives he used in the attack.  This case demonstrates how poor communication and a lack of specialist knowledge can lead to the probation service being ineffective in achieving social control.  **Communication**  Weakness  Case of Joseph McCann  Read article  In 2019, Joseph McCann was released on licence after serve a sentence for robbery. Following his release, and during his time with probation staff, he went on a crime spree which included 8 rapes, and a total of 11 victims. The risk that he would become a sex offender on release were made apparent while he was in prison, but not shared with probation staff. Probation then allowed him to live with a family member due to a lack of approved accommodation available to house him. This meant it was not possible for probation workers to monitor him effectively upon release.  This case highlights how poor communication and a lack of resources lead to the probation service being ineffective in achieving social control.  **Recidivism Rates**  Strength  Evidence suggests that probation is more effective than prison because recidivism rates are lower. It has half the reoffending rate of prisons.  **Spaces**  Weakness  Since the renationalising of the probation service, it is still evident that shortages exist in the places needed on specialist programmes. Therefore the probation service continues to struggle to rehabilitate the offender effectively, as these specialist programmes are designed to target the underlying causes of offending behaviour. | **Renationalised**  **Privatisation**  **Community Rehabilitation Centres (CRC’s)**  **MI5** | Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.1 Explain the role of agencies in social control**  **Charity and Pressure groups** | Students will know that to explain means to identify, interpret and outline the key features of the set issue.  **Aims and objectives**   * Voluntary and non-profit organisation, independent of government control. * Set up to help those in need – they promote the interests and the welfare of groups that are a concern – victim and ex-offenders. * Pressure group campaigns campaign for change e.g. in law as seen in Unit 1   **Students to learn in depth about NACRO (National Association for the Care and Resettlement of Offenders)**   * Both a charity and a pressure group founded in 1966. Social justice charity seeking to change the lives of ex - offenders or those at risk of offending in order to prevent crime and recidivism.   **Philosophy -** Seek to overcome the stereotyped view of the ex-prisoner and prevent crime recidivism.  **Range of services:**   * **Housing –** NACRO has over 3,000 tenants in it’s own properties. It provides bail accommodation and support services. In 2018, 2,600 people left custody with secure accommodation. * **Education –** In 2018 4,900 people studied through it’s services. * **Resettlement advice –** Provide information and advice to offenders and those working with them on housing and jobs. * **Outreach projects –** Stop young people offending.   **Pressure group**   * Change laws and polices effecting ex -offenders e.g. End Friday releases campaign * Campaign to reform the Rehabilitation of Offenders Act (1974) * Supporting Ban the Box – Removing the tick box on criminal convictions that appear on job application forms to avoid bias and fair treatment of ex-offenders.   **Funding**  NACRO has a income of £50 million a year. The funding comes from public donations, government grants and contracts for providing services to ex-offenders and others.  **Working practices**  National organisation with local activities and projects in around 50 different parts of the England and Wales.  It has large full time staff and many unpaid volunteers.  Nacro works with a range of ex-offenders. They also work with young people more at risk of offending such as excluded school pupils. It I concerned with the needs of disadvantaged young people and adults. | **NACRO (National Association for the Care and Resettlement of Offenders)** | Students will be aware that for each agency, aims and objectives, philosophy, funding and working practices must be known. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.4 Evaluate the effectiveness of agencies in achieving social control**  **Charity and Pressure groups** | Students will know that to evaluate means to make a substantiated judgement based on the strengths and limitations of the relevant evidence.  **Strengths**  **Strong commitment –** Charities may reduce re-offending rate more effectively as they have a commitment to one particular cause or group. They are motivated to help and will go the extra mile that government agencies may not.  **NACRO – End Friday Releases campaign –** It campaigns along with other organisations e.g. to end Friday Releases from prison. It also provides accommodation for people released from prison and support them to find long-term accommodation.  **Women in Prison – Tackling root causes –** Recognises that over 50% of female offenders are victims of domestic or sexual violence.  The problems they face include.   * Homelessness * Addiction * Poverty * Mental Illness   WIP aims to tackle the root causes of female offending.  WIP provides services as a charity.   * Freephone helpline * Refers women to other specialist agencies * Delivers the CARE programme; Choices, Actions, Relationships, Emotions, for women who are vulnerable – at risk of self-harm or suicide, mental health issues or addiction.   **Pressure group campaigning –** WIP is also a pressure group. It presses government and criminal justice agencies to change their policies, e.g.:   * WIP calls for the government to drop it’s plans to build 5 new prisons for women - they would prefer specialist women’s centres and community-based solutions. * WIP calls on the courts to adhere to sentencing guidelines and use prison as a last resort.   **Limitations**  **Gaps in provision** due to charities and pressure groups being largely voluntary and non-profit and only tend to exist when people are concerned about an issue.  May only be set up for victims of crime e.g. Domestic Abuse support but my not always be available or contribute to rehabilitation. This feeds into the **funding** available – non-profit organisations rely upon donations to provide provision – are the public more willing to fund victim support compared to offender rehabilitation?  **Media reporting** of certain crimes can lead to demonisation – some crimes are deemed more immoral than others e.g. Sexual offences – this can lead to difficulty in charities seeking rehabilitation of some types of offenders. | **Provision**  **Domestic abuse** | Student will already be aware of the Charities and pressure groups that they will be evaluating.  Students will be aware of how to evaluate information (• evidence • trial transcripts •media reports • judgements • Law Reports) in terms of: •bias •opinion • circumstances • currency •accuracy The types of evidence, as set out in Unit 3.  Students will be aware of the key term rehabilitation from Unit 2 and earlier in Unit 4. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.2 Describe the contribution of agencies to achieving social control**  **Environmental** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **Environmental design –** agencies involved includes architects, planners and councils designing crime out in the local area.  **Oscar Newman – Indefensible vs. Defensible spaces**  **Indefensible spaces –** Confused spaces – where crime is more likely to occur e.g. stairwells and walkways. Observed by no one and cared for by no one. E.g. New York study found 55% of crime happened in hallways, lifts, stairwells and lobbies – places with no ownership.  **Defensible spaces - Clear** boundaries, clearly owned, clear who has right to these spaces and they have lower crime rates because:   * **Territoriality – environment encourages ownership – area is private and encourages sense of community e.g. cul de sac** * **Natural Surveillance – easy viewed entrances, street level windows – cul de sacs allow neighbours to see each other houses.** * **Safe image – Give impression of safe neighbourhood e.g. neighbourhood watch signs** * **Safe location – Neighbourhoods located in middle of wider crime free area are insulated by mot of safety.**   **CPTED – Crim Prevention Through Environmental Design – CR Jefferey - USA**  The built environment can create of deny opportunities to offenders and we can reduce crime by designing it out and altering the environment.  Alice Colemen UK criminologist analysed 4099 blocks of flats in two London boroughs and found the poor design of the flats led to higher rates of crime and anti-social behaviour. Se found 3 design features encouraged crime:   * Anonymity * Lack of surveillance * Easy escape   As a result, created a recommended list:   * No more blocks to be built. * Overway walkways removed as obstruct surveillance * Each flat should have own garden space – link to defensible space.   Example – Lisson Green Estate in London   * Removed overhead walkways = 50% reduction in crime   Example – Gated Lanes  Lockable gates installed to prevent offenders gaining access to alleyways – usually older terraced houses. Local authority has power to erect these and ai to prevent burglaries, ani-social behaviour such as fly tipping. Seen in Manchester, Liverpool, London.  Sidebottom et al. – reviewed 43 studies into gated lanes and found reduced burglary rates as increased residents territoriality and acted as physical barrier so increased effort as not worth the crime.  Link to theory – Broken Windows theory and rational choice – this is a strength of gated lanes as supported by theory.  However - £700 average per gate, what if criminal lives within gated area? Could they effect emergency services? What if all residents do not agree on the gated lane? |  | Students will know the term CCTV and explored how this can be used in criminal investigations.  Students will be aware of rational choice theory based in Right realist theories from Unit 2 and ‘broken windows theory’. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.2 Describe the contribution of agencies to achieving social control**  **Behavioural** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  Behavioural tactics are ways in which agencies seek to change individuals behaviour to ensure they conform to social norms and laws.  **ASBO’s**   * Introduced by Tony Blair’s New Labour government in 1998. * Designed to tackle low level anti-social behviour e.g. graffiti, vandalism, public drunkenness and groups of youths playing loud music at night. * They were civil, not criminal orders and were used to restrain a person from committing actions that threatened the legal right of another person. * Breaching conditions of an ASBO was criminal though – up to 5 years in prison. * Between 2000 and 2013 24,000 ASBOs were issued but 58% of these were breached. * Over 10,000 orders were repeatedly breached. * Labelling theorists argued that this was the result of a self-fulfilling prophecy. * The individual internalises the label as part of their identity and lives up to this. They earn credibility and status from peers. * The ASBO had become a “badge of honour”, reinforcing rather than reducing offending and led to reoffending.   **CBO’s**   * Theresa May introduced them in 2012. * Aimed to deal with seriously anti-social behaviours. Focus on individuals who cause harassment, alarm or distress to others. * It last for up to 2 years for adults and 1-2 years for under-18s. Breaching this can lead to up to 5 years in prison for adults and 2 years detention for under 18s. * Unlike ASBO, a CBO can require someone to do something positive to improve their behaviour. E.g. when someone has committed a drug-related offence, a CBO could require them to join a drug treatment programme. Or ask you to give something back by fixing damage you caused to someone’s property. * A CBO could forbid you from doing something. You may be asked to:   + Stay away from a particular place, like your local town centre.   + Stop spending time with certain people.   **Civil Injunctions**   * Aimed to deal with low level nuisance and annoyance. E.g. dogs, noise, graffiti, bullying, drugs. * Breaching this could lead to two years in prison for adults and three month detention order for under 18s. * Persons engage or threatens to engage in conduct to cause annoyance or a nuisance. * An agency applies for the injunction e.g. police, local council. * Case heard in county court/high court for over 18s or in youth court for under 18s. * Test met – court agrees with the claim and grant the injunction. * Court issues injunction – offender told not to do ‘x’ and instructed to do ‘y’. * Individual will comply with the order or they breach it leading to a custodial sentence.   **Token economies**   * This is a behaviour modification programme. * It is used in some prisons, young offender institutions and psychiatric hospitals. * It aims to re-shape inmates’ behaviour patterns to achieve social control. * The inmate will receive rewards for conforming to the wishes of this institution. * Behaviourist approach – operant learning theory underpins the Token Economy programme. * The theory states that if a certain behaviour results in a reward, it is likely to be repeated. * The reward acts as a reinforcement of the behaviour. * The institution draws up a list of desirable behaviours e.g. obeying the rules, positive interaction with staff and other inmates, staying drug free, engaging in purposeful activity e.g. attending vocational training or an anger management programme. * The prisoner earns a token for behaving in the desired way. * The prisoner can exchange tokens for rewards e.g. extra phone calls, tobacco, sweets, TV in their cell. * This could also count towards the IEPs system in prison. * Through selective reinforcement desirable behaviour becomes more likely and undesirable behaviour less likely. * Hobbs and Holt study: 125 boys, 12-15 years, Alabama Correctional Facility (USA), behaviour change lasted during the 14-month study period. * Outside of prison – without reinforcement desirable behaviours disappear. * Offenders who have gone through these programmes take longer to turn back to crime than those who haven’t had behaviour modification. * Token economy programmes make prisoners more manageable in the institution but there is a risk that this is done simply to meet the needs of the institution rather than the rehabilitation needs of the inmates for when they are released. * The tokens may not be the reason prisoners change their behaviour – it may just be the result of gaining more attention. |  | Students will be aware from Unit 2 what an Anti-Social Behavioural Order is (ASBO) and how this can be applied to labelling theory.  Students will know how Token economies are used and be able assess their effectiveness in prisons to attempt to modify behaviour from earlier in Unit 4 and Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.2 Describe the contribution of agencies to achieving social control**  **Institutional** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **Institutional sanctions**  Institutions can use a variety of tactics including token economies. Institutions include families, schools, workplaces, religious organisations, armies and prisons. They all have rules regarding the way their members should behave and use a system of rewards – positive sanctions, negative sanctions = punishments.  Students to create examples of types of institutions, examples of rules and negative sanctions (punishments) that would occur for breaking the rules.  **Probation service**  Supervise and monitor the behaviour of offenders – on license from prison or serving a community order.  Fails to meet requirements of licence = return to prison or court for resentencing.  **Courts**   * Can sentence offenders which can be used as individual and general deterrence * Can use community orders which requires rehabilitation as part of order e.g. drug treatment programme.   **Prison**  Prison has a set of rules that apply to all prisoners. Prison governors can add further local rules for their particular prison.  **Examples of prison rules**   * Threatening or hurting someone * Escape * Damage to prison * Disobeying staff * Prohibited items   **Range of punishments for breaking rues include;**   * Loss od earned privileges * Solitary confinement * Prevented from working/ earning money * Can add another 42 days onto sentence for serious offenses. * May be transferred to Cat. A prison is try to escape. | **Sanctions** | Students will be aware of the key term’s sanctions and deterrence from Unit 2 and Unit 4.  Students will be aware of the role of socialisation in establishing rules, norms and values that reflect society (internal social control). | Weekly previous exam questions set as homework and teacher assessed. |
| **3.2 Describe the contribution of agencies to achieving social control**  **Disciplinary procedures** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **Phased/staged discipline**  First offense – A first offense is often dealt with more leniently – in prison or the wider community – may lead to loss of privileges for a few days in prison. The aim is to act as a deterrence to offenders to avoid recidivism.  Examples include warnings, cautions or conditional discharges.  Repeat offending is more serious results in greater sanctions in the future – link to Unit 2 understanding of penal populism and Conservative government’s 1997 reforms e.g. minimum sentences for second serious offenses. | **Phased**  **Discipline** | Students will already know the difference between conditional and absolute discharge and the introduction of Anti- Social Behavioural Orders in the UK (ASBO’s). Conditional discharges and ASBO’s are forms of disciplinary procedure. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.2 Describe the contribution of agencies to achieving social control**  **Gaps in state provision** | Students will know that to describe means give an account that addresses the features of the set issue and considers appropriate supporting material.  **New technology**   * There is now an extra burden imposed on criminal investigations-digital technology. * Saunders (2018) the then head of the CPS said that they CJS was “creaking” and unable to cope with the huge amounts of data being generated by technology. “Take one recent rape case where they met on Tinder – it took 600 police hours to go through the digital material.” * Director of Public Prosecutions – Max Hill – Problems checking mobile phones in rape cases has led to failure to disclose evidence and a fall in the number of charges. * There are also additional costs linked to DNA profiling which limit the police’s ability to investigate offences.   **Unreported crimes**   * The CJS can only investigate, prosecute and convict offenders if their offence is reported. * Only 40% of crimes are reported and some crimes are reported more than others. * 1 in 4 rapes and attempted rapes are reported. * 2 million domestic abuse cases occurred in 2018 but only 600,000 were recorded. * White collar crime is under-reported as victims are unaware of these activities e.g. pollution, fraud.   **Resources**   * The state social control agencies usually comes from taxes. * There are limits on how much the public are prepared to pay for these services. * The government also has to meet demands for resources from other sectors e.g. NHS, education, pensions and welfare benefits. * The government will often make cuts to budgets during a recession. There was a financial crisis in 2008 which led to cuts in a number of services – this has reduced the effectiveness of state agencies in achieving social control. Example, between 2010 and 2018;   + Police budget cut by 19% - 200,000 fewer police officers   + CPS budget cut by 25% - loss of one third of it’s staff   + Prisons budget cut by 16% - staff reduction of 15%   **Existing laws**   * Social control can only be achieved by state agencies if there are appropriate laws in place. Sometimes a new type of harm emerges but there may be no existing law in place to prosecute those responsible. * If a publisher were to publish extremist material promoting hatred and terrorism in a book, magazine or film, the publisher would be criminally liable. The law is less clear when dealing with social media. Social media companies claim they are not publishers and so cannot be prosecuted under existing laws. This has led to a lack of control of hate groups and terrorist material on Facebook, Twitter and YouTube. Germany, however, changed their law in 2017. Social media now have to remove hate speech, fake news and illegal material or face fines of up to £50m euros. In 2019, Australia passed a law requiring companies to notify police or remove videos depicting terrorist acts, murder, attempted murder, torture, rape, or kidnap. Executives of companies could face up to 3 years in prison for failing to do this. | **Provision**  **Resources** | Students will already know from evaluating the social control of agencies in 3.4 that financial cuts and reduced budgets negatively effect social control.  Students will know from Unit 2 criminological theories that Left Realism states resources and rehabilitation is the key to reducing crime and recidivism rates. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Repeat offenders/ Recidivism** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.   * If offenders fail to rehabilitate and continue to commit crime, then social control will never be achieved! * Recidivism is one of the reasons that the prison population has dramatically increased over the last 20 year. * Anyone leaving custody who has served two days or more is now required to serve a minimum of **12 months** under supervision in the community. * **This has led to a dramatic increase in the number of people being recalled to custody following release.** * The recall population is now **19%** higher than when the changes were introduced in 2015.   **Reoffending rates taken from Bromley Briefings Summer 2016 suggest that repeat offending limits social control from being achieved by prisons.**  • Prison has a poor record for reducing reoffending - 46% of adults are reconvicted within one year of release.  • For those serving sentences of less than 12 months this increases to 60%  • 48% of women leaving prison are reconvicted within one year.  • Over two thirds (68%) of under 18's are reconvicted within a year of release.   * These statistics can be explained by offenders **learning** and **copying** from others in the prison system. * **Differential association theory** describes prison as ‘Universities of crime’ * Prisoners can become ‘better’ criminals, learning **specific skills** from others to encourage them to continue offending upon release. | **Reconvicted**  **Differential association theory** | Students will be aware of the key term recidivism and be able to apply Unit 2 criminological theories ( Biological, Individualistic and Sociological) to why recidivism occurs. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Civil liberties and legal barriers** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.   * Civil liberties are basic rights and freedoms granted to citizens of a country through the law. They include:   + **Freedom of speech** (the right to say what you like)   + **Freedom of assembly** (including the right to protest peacefully)   + **Freedom of movement** (the right to go where you want, within the law)   + **Freedom from detention without trial**   + **The right to privacy** (especially from the state)   + **Freedom from arbitrary arrest** (where the police can arrest anyone they wish   These liberties create **legal barriers** and can be seen as a restriction on agencies such as the police in achieving social control.  For instance, there are foreign nationals with criminal convictions who cannot be removed from the UK due to EU regulations.  Deportation cannot take place due to prisoners being in danger in their own country.  Explore the case of Abu Qatada. | **Detention**  **Arbitrary**  **Civil Liberties** | Students will already know from 1.3 that the due process model is a barrier to the state having full social control over citizens and works to avoid oppression in society. Students will be aware from Unit 3 the rights of individuals from arrest to prosecution.  Students will know from Unit 2 criminological theories that according to Sociological theories (Labelling, Marxism) certain groups can be marginalised and oppressed. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Access to resources and support** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.   * Access to resources and support **limits prisoners from being able to rehabilitate** and therefore bring about **social control**. Upon release from prison an offender will face problems with **finance**, **accommodation**, and **employment/training opportunities**. | **Accommodation** | Students will already from evaluating the social control of agencies in 3.4 that financial cuts and reduced budgets negatively impact prisoner and ex-prisoner access to resources and support to reduce recidivism. Students will be aware of NACRO and the end Friday releases campaign.  Students will know from Unit 2 criminological theories that Left Realism states resources and rehabilitation is the key to reducing crime and recidivism rates. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Finance** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.  **Police**  From 2010 to 2018, police budget was cut by 19%. As a result, the number of police officers fell by 20000. With fewer officers, social control is more difficult to achieve.  Police cannot properly investigate all crimes. In 2018, the police dropped 2.9X the number of cases on the day they were reported compared to figures from 2013.  Money = time. Crimes that cost more to investigate are those that take longer to solve. These crimes are more likely to be dropped. For example, it take 129 days on average to investigate a rape case, compared to two days for theft or criminal damage.  *Learners to explain how funding is a limitation for police in achieving social control.*  **Prisons**  In 2021, the conservative government pledged an extra £3.5 billion to create 18,000 additional prison places  £550 million is also expected to be given for the rehabilitation of offenders within the next 3 years  However, the rising prison population has continued to present a problem for some time.  Budget fell by 16% between 2010 and 2018. the number of prison staff also declined.  However, the government have continually changed legislation over the years to make it harsher because such changes are popular amongst the public.  *Read information on prison population*  Discuss costs per prisoner in UK - In 2019/20, the average cost of a prison place in England and Wales was 44.6 thousand British pounds a year  Discuss how reductions in funding, and a higher prison population means staff have less control over prisoners. Social control is not achieved inside the prison.  *Watch video on 2016 riot and explain how government took back control of G4S – shows how funding is allocated can affect the ability of agencies in achieving social control. In this case, allocating the funding to a private company meant that the government were not running the prison, and social control was not being maintained by those in charge.*  **Courts**  Recap Q’s – what are the four types of courts in England and Wales?  Who determines the verdict in a Magistrates Court?  Who determines the sentence in a Magistrates Court?  What is a magistrate?  Who determines the verdict in a Crown Court?  Who determines the sentence in a Crown Court?  To reduce costs prior to 2020, the **number of sitting dates** had been reduced in courts. Sitting dates are the number of days that courtrooms are allowed to open. The number of dates allowed will **determine the number of cases that can be heard**. With caps on the sitting dates in 2019-2020, a **backlog of cases** started to grow.  To deal with the backlog, the **HMCTS (Her Majesty’s Courts and Tribunals Service) have agreed to increase the number of sitting days**. However, to do this they **need to recruit more judges**. It is well known that many solicitors and barristers earn more money than judges, making it **hard to recruit** new judges. We could argue that **more funding is needed to increase the salary** on offer for judges to allow more cases to be heard in courts.  **CPS**  Recap Q’s  What do the CPS do? Prosecute, charge, full code test, threshold test, advise police.  Direct learners to bar chart showing changes in funding since 2010. learners are to explain what has happened to the CPS funding over the last 10 years, supporting their statement with figures from the chart.  As a result of CPS funding cuts – CPS are understaffed and overworked.  In 2022, Her Majesty’s Crown Prosecution Service Inspectorate and Her Majesty’s Inspectorate of Constabulary, found that the quality of disclosure by the CPS was poor in one in three cases. This failure to disclose evidence has also lead to twice as many cases collapsing. Social control is therefore not achieved.  More funding would allow CPS to employ more staff, reduce workload pressure, and improve efficiency.  CPS also accused of downgrading charges so that cases are held in Magistrates Court and dealt with cheaply and quickly. This results in a lighter sentence for the offender.  **Probation Service**  Knowledge check Q’s:  What happened to the probation service in 2014?  What happened to the probation service in 2020?  Using your knowledge from the previous two questions, can you explain how the way funding is allocated can affect the efficacy of the probation service in achieving social control?  Conservative government privatised part of the probation service in 2014, with 21 CRC’s responsible for managing low to medium risk offenders. CRC’s were not meeting government targets, and number of probation officers dropped significantly. Less experiences workforce was the outcome, and they were not as effective in achieving social control.  Funding has just increased by £300 million for probation service, but long term investment is necessary to ensure the service is effective.  **Charities and Pressure Groups**  What are they? – voluntary organisations that are independent of government control.  Charities provide help to those in need  Pressure groups campaign for change  Charities and pressure groups usually rely on donations to fund the work they do  The government also give grants to charities  Charities have lost more than 3.8 billion in grants from the government over 10 Y.  Charities play a vital role in achieving social control – e.g. Nacro is a charity that helps offenders when they leave prison  Watch video to gain an understanding of what Nacro do.  Discuss what prisoners may do if they leave prison with £46 and nowhere to live. | **HMCTS (Her Majesty’s Courts and Tribunals Service)** | Students will already know from evaluating the social control of agencies in 3.4 that financial cuts and reduced budgets negatively effect social control.  Students will know from Unit 2 criminological theories that Left Realism states resources and rehabilitation is the key to reducing crime and recidivism rates. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Local and national policies** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.   * Both national and local policies limit the ability of agencies such as the police to achieve social control. * For example, when a new law makes a particular crime into a **priority**, this is likely to mean that **other offences are neglected** (as the police are instructed to focus on the new one). * From 2010 to 2015 the government promoted a **policy to tackle gang crimes.** * They introduced new offences, such as **gang injunctions** to prevent a person from engaging in, encouraging or assisting gang-related violence. * **Prosecution rates increased** and **£1.2 million** was dedicated to fund support workers in this area. | **Priority**  **Neglected**  **Injunction**  **Prosecution** | Student will already know the key term moral panics from Unit 1 with relevant examples such as Dangerous dogs.  Students will know legislation in the UK is set nationally through the government introducing new laws and policies.  Students will be aware from 3.1 the local and national reach of the police and that certain areas will have police priorities that may differ to other areas. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Environment** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.   * When prisoners are released from custody their **home environment** has a substantial impact on whether or not they stay out of prison. All too often offenders return to the **same social circle** involving drug taking and reoffending. * According to the Prison Reform Trust (2016):   + Prisoners are less likely to reoffend if they receive family visits while prison – ***What percentage of prisoners do you think receive these??***   + Offenders are less likely to reoffend if they live with their immediate family on release – ***what percentage do you think do so??*** * When prisoners are released from custody their **home environment** has a substantial impact on whether or not they stay out of prison. All too often offenders return to the **same social circle** involving drug taking and reoffending. * According to the Prison Reform Trust (2016):   + Prisoners are less likely to reoffend if they receive family visits while in prison – yet **68%** of prisoners had no such visits!   + Offenders are less likely to reoffend if they live with their immediate family on release, however only **61%** do so.   **Purposeful activity**, including education, work and other activities to aid rehabilitation while in prison, further reduces the risk of reoffending.  However, **less than half (44%)** of the prisons received a positive rating from inspectors in 2015 – 2016 for purposeful activity work (Prison Reform Trust, 2016).  Finally, finding **employment** after being released from prison has an impact on an effective environment for offenders.   * From a Marxist perspective it could be argued that the **bourgeoisie** construct the rules of society (I.e. the environment) to prevent the **proletariat** from achieving in life – so they have ***no option*** but to commit crimes. | **Bourgeoisie**  **Proletariat**  **Social circle**  **Reform** | Students will know from the limitations of prisons that prison environments are widely linked to poor mental health. Students will be aware from campaigns from NACRO such as End Friday Releases that prisoners can be released into poor environments that can contribute to recidivism.  Students will draw upon previous sociological theory from Unit 2. | Weekly previous exam questions set as homework and teacher assessed. |
| **3.3 Examine the limitations of agencies in achieving social control**  **Moral imperatives** | Students will know that to examine means to review the relevant issue and consider the interplay between several factors.  A moral imperative is **a strongly felt principle** that **may compel a person to act illegally**. In other words, offenders can commit crime as they believe they are doing the right thing from a moral viewpoint.  It can be **difficult to change the mind-set** of offenders with a moral imperative. Hence this can be a limitation in achieving social control.  Punishment is unlikely to alter their views. Punishment is unlikely to alter their views as they are **unlikely to be rehabilitated**.  Kay Gilderdale – Administered drugs to her daughter to help her die. Such actions can be out of sense of sympathy and feeling of being morally right to commit the crime.  • **Anti-vivisection** protestors also believe their actions are the right thing to do. Attempts to protest against experiments on live animals can result in criminal offences.  For example, **Luke Steele**, head of the Anti-Vivisection Coalition, has twice been imprisoned for attacks on laboratories along with harassment and intimidation of laboratory workers. | **Moral imperative**  **Anti – Vivisection** | Students will already know about The Suffragettes and Women’s rights to vote from Unit 1 and links to changing norms and values from Unit 1. | End of L03 test using previous exam questions. |