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**Knowledge Rich Curriculum Plan**

WJEC Level 3 Criminology /Unit 2: Criminological Theories



| **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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| **1.1 Defining Crime** | *A* ***crime*** *is an action or omission which constitutes an offence and is punishable by law. There are two main types of offences –* ***summary offences*** *and* ***indictable offences****.*  ***Legal definition*** *- Crimes are defined by the legal system. If an act breaks a law as defined by the government, then it is punishable. The legal definition must include two elements:* ***Actus reus*** *(the guilty act) and* ***Mens rea*** *(the intention/guilty mind)*  *Mens rea is not needed in cases of strict liability or cases of self defence.*  ***Social definition*** *- Crime is a* ***social construct****, it is defined by society.*  *Differing views mean that some acts are considered criminal by some people but not others. As a result, individuals committing certain acts may not see themselves as criminal. E.g. fare-dodgers, those who break the speed limit, and some drug users.*  *Law enforcement may choose not to enforce some laws due to the public perception of them. E.g. decriminalisation of cannabis*  *Laws can be changed by the public – for example, through pressure from the media, campaigning, and pressure from businesses.*  ***Formal sanctions*** *are given for crimes – these are consequences issued by someone with legitimate authority* | **Sanction**  **Crime**  **Summary offence**  **Indictable offence**  **Formal sanctions** | Crimes are acts that go against the law  When someone commits a crime, they will go to court to be given a punishment  The police are responsible for enforcing the law, and may choose which actions to criminalise (recall decriminalisation from 1.3 of unit 1) | Weekly previous exam questions set as homework and teacher assessed. |
| **1.1 Defining Deviance** | **Deviant behaviour** is any behaviour that goes against the **social norms** in society. Social norms are expectations/unwritten rules for how someone should behave. Behaviour that does not fit these expectations is deviant.  Norms and values differ between cultures, which means that deviant behaviour also differs between cultures. For example, individualist cultures value independence, whereas collectivist cultures expect individual to prioritise the needs of the community.  Deviant behaviour includes:  **Positive deviance** (e.g. risking own life to save someone else)  **Eccentric behaviour** (e.g. having many piercings)  Behaviour that is frowned upon  Deviant behaviour mainly carries **informal sanctions**. These are sanctions for behaviour that are given by ordinary members of the public. | **Deviance**  **Informal sanctions**  **Values**  **Moral code**  **Social norms**  **Eccentric** | Deviant behaviour is frowned upon by members of the public  Criminal behaviour is that which goes against a law  Criminal behaviour can be deviant, but isn’t always | Weekly previous exam questions set as homework and teacher assessed. |
| **1.1 Comparing Crime and Deviance** | Deviant behaviour is behaviour that goes against **social norms** and what is expected of an individual in society. Criminal behaviour differs because it goes against a law that is set by the government.  Deviant behaviour mainly carries **informal sanctions**. Whereas criminal behaviour may be followed by more **formal sanctions** such as a fine or imprisonment.  Though deviant behaviour is not always criminal, it can be. Similarly, behaviour that is considered criminal is often considered deviant. For example, theft is both criminal and deviant because it is against the law and also frowned upon by members of the public. Whereas illegal streaming is criminal but not deviant.  Deviant behaviour can be positive as well as negative. For example, risking your own life to save someone else is positive and deviant. Criminal behaviour is mainly negative, and has an **adverse effect** on society. | **Adverse effect** | A formal sanction is a sanction issued by someone with legitimate authority  An informal sanction is issued by an ordinary member of the public  Criminal behaviour is sometimes, but not always, deviant | End of AC1.1 previous exam questions test |
| **1.2 Social Construction of Crime**  **How laws change over time** | Crime is **socially constructed**. This means that acts do not come to be criminal naturally, they are agreed upon by the public and made criminal.  The legal system changes its laws **over time** and so the position can arise where something previously deemed to be a crime by the legal system is no longer illegal through a change of law. This can be linked to changing **social norms**.  Drug Laws change over time. For example Portugal, 2001, possession of all drugs (including hard drugs such as heroin, as well as soft drugs such as cannabis) was **decriminalised**.  This change in the law happened because of a dramatic increase in drug use, making it difficult to control and damaging to economy.  Gun control laws have changed over time in the UK. In 1997 handguns were banned in the UK. This change in law was implemented after campaigning following the Dunblane Massacre, when 16 children were shot and killed in a primary school.  Child labour laws have changed over time. In 1878, the Factory and Workshops Act banned the employment of anyone under the age of 10. This is argued to be due to changes in society, with a gradual recognition of ‘childhood’ rather than considering children to be mini adults. | **Socially constructed** | Social norms are unwritten rules and expectations for behaviour in society.  Decriminalised means the law has changed and something that was once illegal is now legal. This can happen when a behaviour becomes widely accepted and the crime is difficult to control.  Campaigns for change can lead to changes in law. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.2 Social Construction of Crime**  **How laws change from culture to culture** | Definitions of crime vary **cross-culturally**. This is because socially, acceptable behaviour varies.  **Adultery** is a felony (serious crime) in 5 states in the USA (Massachusetts, Idaho, Oklahoma, Michigan & Wisconsin). This is also the case in many countries globally. It is not a crime in the UK, although it does give grounds for divorce.  **Polygamy** (having more than one husband or wife) is legal in 58 countries. Mainly those where Islam is the dominant religion. Sometimes the law applies only to Muslims. However, it is against the law in the UK – crime **bigamy**.  Differences are due to religion (Qur’an states men can have up to 4 wives) and tradition.  **Homosexuality** is Illegal for males in 72 countries, 45 for females. It is legal in the UK and throughout Europe.  Differences are due to religion. Many religions **condemn** homosexuality. **Secular** societies are generally more accepting.  These cultural differences add weight to the argument that crime is socially constructed. | **Adultery**  **Polygamy**  **Bigamy**  **Condemn**  **Secular** | Some laws differ from culture to culture. An example of this is honour crime – acts that are considered illegal in the UK may be considered normal practice in other parts of the world. | Weekly previous exam questions set as homework and teacher assessed. |
| **1.2 Social Construction of Criminality**  **How the law is applied differently depending on circumstances** | **Differential Enforcement of Law** means that the law if enforced differently depending on the circumstance in which an offence occurs.  When a moral panic is created, offenders are often treated more harshly by courts.  In the case of the Mods and rockers, the anxiety created by the media over the two groups meant the conservative government increased penalties for hooliganism  In the 2011 riots – more people were remanded in custody, harsh sentences seen ‘two men were jailed for four years for using Facebook to incite riots and another was given 18 months for having a stolen TV in his car’. Those involved were treated more harshly by the courts.  **Age of Criminal Responsibility**  For someone to stand trial for a crime, they must have had a full understanding of the implication of their actions.  Age of criminal responsibility is 10 in the UK.  This means anyone younger who commits an act that is illegal will not be treated as criminal.  **Homicide**  There are three circumstances in cases of murder where someone will not be deemed guilty:  **Diminished responsibility** – not of sound mind  **Loss of control** – partial defence, reduces to manslaughter if loss of control  **Automatism** – crime must involve mens rea (intention to cause harm), if defendant is not conscious they cannot be found guilty. | **Differential law enforcement**  **Diminished responsibility** | A moral panic is created when the media exaggerate the actions of a particular group in society, creating fear and anxiety amongst members of the public about their actions.  The mods and rockers is an example of a moral panic.  In 2011, riots broke out across the UK after Mark Duggan was shot and killed by police. This was well documented in the media. | End of AC1.2 previous exam questions test |
| **2.1 Biological Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Lombroso’s Atavistic Form Theory** | Biological explanations of criminality can be divided into two sub-categories: physiological theories and genetic theories.  Lombroso’s atavistic form theory is a physiological theory of criminality.  The Atavistic Form Theory is a theory of criminality that was developed by Cesare Lombroso in 1876. He suggested that criminals were physically different to non-criminals.    This was the first major theory of criminality. Lombroso is considered the father of criminology.  Lombroso conducted research on criminals, examining their facial and cranial characteristics. He identified characteristics that could be used to identify criminals.  The theory claims that criminals typically have a strong prominent jaw, high cheekbones, dark skin, **facial asymmetry**, long arms, and extra toes, fingers, or nipples. Murderers have curly hair and bloodshot eyes, sexual deviants have fleshy lips and projecting ears.  This early biological explanation proposed that criminals are a sub-species of **genetic throwbacks** that cannot **conform** to the rules of modern society. They are unable to control their **impulses** and have reduced sensitivity to pain. They are like savages/apes. In a more **primitive society** they would have been considered normal. The features identified are therefore called atavistic features, as they come from more primitive times.  Criminals are therefore born and not made!  They are distinguishable by particular facial and cranial characteristics.  One advantage of Lombroso’s theory is that it was influential, and moved Criminology towards a **scientific** discipline because Lombroso was the first to objectively measure criminality.  Another strength is that research by Lombroso (1876) provides support – found that 40% of criminal accts could be accounted for by the atavistic form.  Disadvantage - Lombroso’s theory ignores the role of environment on criminal behaviour. However, he did later revise his theory to account for the contribution of poverty and poor education.  Disadvantage - Matt DeLisi (2012) pointed out that many of the features that Lombroso identified as criminal and atavistic, such as curly hair and dark skin, are most likely to be found among people of African descent. The theory could theory be used negatively to support racist stereotypes.  Disadvantage - The physical differences Lombroso discovered were much more likely to be the result of other factors such as poverty, poor diet, illness, drug addiction and disease.  Disadvantage - Charles Goring (1913) conducted a comparison between 3000 criminals and 3000 non-criminals. He concluded that there was no evidence that offenders are a distinct group with unusual facial and cranial characteristics. This contradicts Lombroso’s theory. | **Conform**  **Asymmetry**  **Atavistic**  **Objective**  **Scientific** | Learners will already have an understanding of what evolution theory suggests from GCSE Biology, and may understand that over time some behaviours that promote survival have been passed on through out genes.  Learners may already know what the term objective means – not based on opinion or open to interpretation. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.1 Biological Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Sheldon’s Somatotype Theory** | **Sheldon’s Somatotype Theory**  A theory of criminality that was developed by Sheldon (1949). He suggested that criminals were physically different to non-criminals.  There are three basic body types – endomorph, ectomorph, and mesomorph.  The endomorph lacks muscle tone, and retains fat. Their bodies are soft and rounded.  Ectomorphs are thin, their bodies lack both fat and muscle tone.  Mesomorphs are muscular, they lack fat, have broad shoulders, strong limbs and a narrow waist.  **The mesomorph physique makes it easier for them to commit crime.**  An individuals somatotype is linked to their personality/temperament.  Endomorphs are sociable, relaxed and outgoing.  Ectomorphs are self-conscious, solitary and emotionally retrained.  Mesomorphs are energetic, sensation-seeking and assertive. **They would therefore be attracted to the risk-taking behaviour that crime involves, and assertive enough to manipulate others**.  Supporting evidence - In Sheldon’s study where delinquents and college students were rated on a scale of 1-7 for mesomorphy, delinquents were found to have a higher mean mesomorphy score (4.6 vs 3.8). Most serious offender received one of the highest ratings.  Reliable - Further research has supported the link between mesomorphy and criminal behaviour – Putwain and Sammons (2002) also found a small association between criminality and body type. Claim is therefore reliable. Glueck and Glueck also found that criminals do commonly have the mesomorph body type – 60% of offenders were mesomorphs in this study.  Sheldon failed to consider how body type changes over time. Someone could at some point be each somatotype. Sheldon failed to address if changes in body type would lead to changes in somatotype.  Social class could determine both offending and mesomorphy. Offenders are found to often be working class, and it is more common for the working class to perform manual jobs. Cause of crime is therefore not body type. Sociologist would argue that it is the conditions faced by the working class that lead to offending.  Does not explain all types of crime - It has been claimed that the reason why mesomorphs are more likely to be criminal is due to increased testosterone levels leading to aggression. Not all criminal act involve aggression.  Labelling may be responsible for a higher number of criminals having the mesomorph somatotype. Mesomorphs may be labelled as criminals, leading to them behaving as criminals. Alternatively, the police may label them this way and treat them more harshly. | **Somatotype**  **Temperament** | Students will already know that a physiological explanation is one that links the physical characteristics of an individual with the likelihood they will offend. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.1 Biological Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Genetic Explanations – Twin and adoption studies** | Early biological explanations looked to identify a dingle defective gene that was responsible for criminal behaviour. However, now it is accepted that many genes are likely to play a role.  Twin and adoption studies are used to gain an understanding of the relative contribution of genes in criminal behaviour.  Twin studies allow researchers to look at whether a trait is biological through comparison of the concordance rates between MZ and DZ twins.  MZ twins (monozygotic) are those that share 100% of their DNA. They are identical.  DZ twins (dizygotic) come from separate sperm and egg cells and are not identical. They do not share 100% of their DNA.  The concordance rate is the percentage rate that both twins from a pair share the same trait. How often is it that when one twin in a pair is criminal, the other twin is too?  Christiansen (1977) conducted a twin study to find out if criminal behaviour was genetic.  He compared the concordance rate for the trait criminal behaviour between MZ and DZ twins. Data was collected from 3586 pairs of twins.  There was a 35% concordance rate for MZ twins, compared to a 13% concordance rate for DZ twins.  This tells us that genes do contribute to criminal behaviour, as the concordance rate is higher for the twin pairs who share 100% of their DNA.  However, concordance rates are not 100% - suggests that criminality is not purely genetic.  Another problem is that identical twins may actually share more of their environment and experiences that non-identical twins, as identical twins are always the same sex.  Adoption studies also help to determine if a trait is genetic as individuals can be compared to both their biological and adoptive parents. If they are similar to their biological parents, we can conclude the trait is probably genetic.  Mednick et al (1975) carried out an adoption study with the purpose of investigating the genetic theory of criminality. The participants were 14000 adopted Danish men born between 1924-1947. He compared the men’s criminal records with those of their biological parents and their adopted parents. Mednicks results where that the men whose biological parents were criminals were nearly twice as likely to become criminals as those whose biological parents were not criminals and that those whose biological parents were criminals were more likely to become criminals than those whose adoptive parents were criminals.  Problem – adoption studies also fail to separate biological and environmental influences. Many children who are adopted have still spent some time with their biological parents.  Criticism - It may not be criminality per se that is being inherited. For example, there appears to be heritable predisposition towards alcoholism (Bohman et al, 1982). Since alcohol abuse is associated with violent crime, this may be where the genetic link comes from. | **Inherited**  **Genes**  **Predisposition**  **Monozygotic**  **Dizygotic**  **Concordance**  **rate** | Students will already know that twins can be identical or non-identical  Students will know that genes are inherited from your biological parents, and can determine things like hair colour and eye colour.  Students may know that identical twins are always the same sex.  Students are likely to understand the difference between nature (biology) and nurture (environment). | Weekly previous exam questions set as homework and teacher assessed. |
| **2.1 Biological Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Supermale Theory** | All individuals have 23 pairs of chromosomes. Chromosomes are structures that carry our genetic information (DNA)  The 23rd pair determines an individuals sex – either XX if female or XY if male  Some individuals have a chromosomal disorder on this 23rd pair – XYY (extra Y chromosome). These are referred to as supermale.  Supermales tend to be taller and have lower levels of intelligence than the average person.  It is believed that the extra Y chromosome leads to increased levels of aggression and therefore a greater likelihood that the individual will offend.  The extra Y chromosome is also believed to have a significant impact on the function of the limbic system – this is responsible for regulating impulses.  Strength - There is some support for genetic explanations of offending from research carried out by Jacobs et al. found that 15 in every 1000 offenders studied had the XYY abnormality, compared to 1 in every 1000 amongst the general population.  However, research does not show a high number of offenders as having the XYY combination. Means that as an explanation of offending it is limited as it cannot explain offending amongst the majority.  Weakness - Not all crimes involve violence – theory cannot account for them.  Weakness – contradicting evidence - Epps (1995) found that offenders with the XYY chromosomal abnormality were more likely to have been convicted for non-violent crime. This contradicts claims that the XYY leads to criminality because it causes higher levels of aggression. A better explanation put forward to explain the link between XYY and criminality is that it is due to the chromosomal abnormality causing learning difficulties, and there is an association between criminality and low IQ.  Weakness – ignores free will - The argument that genes cause criminal behaviour suggests that people cannot help but be criminal. This removes the responsibility for their actions. | **Chromosomes**  **Limbic system**  **Supermale**  **Determinism** | Students may already know from Biology that all humans have 23 pairs of chromosomes  They will already know that males are born with XY chromosomal pair and females XX. | End of AC2.1 and 3.2 previous exam questions test |
| **3.1 Analyse situations of criminality**  **Biological explanations** | Use knowledge of biological theories from previous lessons and apply to scenarios using past paper questions. | | | |
| **2.2 Individualistic Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Psychodynamic Explanations** | When introducing the individualistic explanations, it may be beneficial to make learners aware that psychodynamic, psychological, and learning theory all come under the category of individualistic explanations.  The Psychodynamic approach was developed by Freud in the early 20th century.  Freud claimed that there are three parts to personality (the tripartite personality).  The first part of personality is the ID – this is the primitive and selfish part of personality that seeks pleasure and avoids pain.  The second part of personality is the superego. This is your moral conscience, and it develops when the child internalises the moral values of their same sex parent at around 6 years of age. It makes us experience guilt for wrongdoing.  The final part of personality is the ego – this has the job of balancing the demands of the ID and superego by choosing an action that will satisfy both.  Blackburn (1993) applied this theory to criminality. If there are problems with the superego, the individual will not have a full and proper understanding of right and wrong.  There are 3 types of inadequate superego:  **The weak superego** – same-sex parent is absent. Without the same sex parent, the superego does not develop properly. The individual will therefore not experience strong feelings of guilt when they do something that it morally wrong. A weak superego also allows the Id to dominate, meaning aggressive and impulsive urges are not controlled.  **The deviant superego** – the child **internalises** immoral or deviant values because the same sex parent is deviant.  **The over-harsh superego** –the individual experiences too much guilt & anxiety and has a need for punishment. They therefore engage in repeated criminal activity due to a need for punishment.  **Strength** - The psychodynamic explanation is advantageous in comparison to biological explanations because it recognises the role of nurture. The concept of the superego is based around early life experiences and acknowledges the role upbringing plays in leading to criminal behaviour. This approach to explaining criminal behaviour allows for intervention.  **Weakness** - The concepts of the weak superego is not valid. Many people now grow up without the same sex parent, with individual being raise in single parent households and also by gay parents. They do not go on to become criminals.  **Weakness** - Another weakness of this theory is that it is not valid to suggest that offenders seek punishment. Many offenders go to great lengths to conceal their crimes. This is a key feature in white collar crime.  **Weakness** – One criticism of the psychodynamic theory of offending is that it is unscientific. For example, the conflict between the id and superego happens in the unconscious part of the mind. We cannot access and therefore cannot test this. | **Internalise**  **Tripartite**  **Superego** | Link idea of internalise to internal – students may already know that internal means within.  Students will know that ‘tri’ means three. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Individualistic Explanations of Criminality**  **3.2 Evaluate Criminological theories.**  **Psychological Explanations** | Eysenck claimed that personality is **innate** & it is influenced by the type of **nervous system we inherit**.  People’s personality varies along two dimensions:  **Extraversion** – how much stimulation they need. Someone with a high E score needs a lot of stimulation from their environment. They are sociable, active, lively and sensation seeking.  **Neuroticism** – how emotionally unstable they are.  Link to crime – those with high E and N scores are more difficult to condition. This means that throughout childhood, they do not learn from punishment and will continue to produce anti-social behaviour.  **Psychoticism**  Eysenck later added a third dimension (P).  High P-scorers tend to be cold, uncaring, solitary and aggressive.  He also believed P to be largely genetically determined.  Certain personality types are more likely to be criminal.  Criminals are high in extraversion.  Criminals are also high in neuroticism.  Criminals are high in psychoticism.  **Strength - Supporting Evidence**  Rushton and Christjon (1981) assessed the three personality traits amongst school children, and asked them to self-report delinquent behaviours. They found that the children with the highest levels of delinquency also had high EPN scores.  However, self-report measures are not accurate. School children may want to appear delinquent and therefore give false information in a questionnaire.  Can also argue that this is not really measuring criminal behaviour – looking at minor crime amongst the youth. Does not confirm that adult offenders have high EPN.  **Weakness - Contradicting Research**  Hollin (1989) found offenders to be high in P and N, but not E. Partial support. Extraversion is not a trait associated with criminality.  **Weakness - Extraversion**  Putwain and Sammons (2002) argued that extraversion is actually measuring two separate personality traits – impulsivity and sociability. An individual may be sociable but not impulsive, or impulsive and anti-social. This means that extraversion scores are ultimately meaningless, and may explain the failure to find a link between extraversion and criminal behaviour. Criminals may be impulsive but not sociable.  **Weakness - Personality is not Stable**  Mischel (1968) argued that Eysenck’s claim that personality is a stable trait is not accurate. We change our personality based on the role we are playing. This would mean that a criminal personality is not possible.  **Strength - Useful**  Eysenck’s theory allows us to detect the traits of a criminal in childhood. This would mean high-risk individuals can be identified and their upbringing can be modified with intervention to prevent criminal behaviour in the future.  However, we would need to carefully consider the way that intervention was delivered. Negatively labelling the child at a young age may be damaging. | **Personality**  **Extraversion**  **Neuroticism**  **Psychoticism** | Students will know that psychological explanations belong to the category ‘individualistic explanations of criminality’.  Learners may already know that the term extravert is used to describe someone who is outgoing, while the term introvert is used to describe someone who is more withdrawn.  Students will know that the term innate refers to something that is determined from birth.  Students will know that the term sociable describes an individual who engages in interaction with others. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Individualistic theories of criminality**  **3.2 Evaluate Criminological theories.**  **Learning theory – Bandura** | Social Learning Theory was introduced by Albert Bandura in the 1960’s.  Bandura believed that behaviour could be learned from **the role models** we identify with.  Role models are usually the same sex as the child, and of higher status. The child pays attention to/**observes** their behaviour.  Observed behaviours may be **imitated** by the child. Though this depends on their **consequences**.  Behaviours that the child sees rewarded are more likely to be imitated than those the child sees are punished.  This is known **as vicarious reinforcement**.  Criminal behaviour is not different to any other behaviour. It is also learned through the observation of role models.  **Strength - Evidence to support** – Bandura found children were more likely to imitate the aggressive model who was rewarded.  **Strength - Evidence to support** – Williams (1986) found that the introduction of TV led to increased aggression over 2 years.  **Weakness - Neglects nature** – ignores biological influences on behaviour.  **Weakness - Complexity** – not all criminal behaviours can be imitated without expert knowledge on how to carry them out.  **Weakness – Ignores free will** – SLT is deterministic. People do not merely imitate others, they choose how to behave. | **Observe**  **Imitate**  **Role model**  **Vicarious reinforcement** | Students will already know the difference between nature and nurture, allowing them to recognise that social learning theory ignores the influence of nature.  Students will already be familiar with what a role model is.  Students will already know the difference between free will and determinism, allowing them to apply the debate to learning theory. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.2 Individualistic explanations of criminality**  **3.2 Evaluate Criminological theories.**  **Learning theory – Sutherland’s differential association theory** | Differential association theory was introduced by Sutherland in 1939.  This theory suggests that **the people we interact with** influence our behaviour, and that criminal behaviour also develops through being influenced by others in our environment.  Sutherland suggested that two things **(pre-requisites)** need to be learned in order to become a criminal:  -the attitudes and values that support criminal behaviour. If an individual is exposed to more pro-criminal attitudes than pro-law attitudes, it is more likely that they will be accepting of criminal behaviour.  -the techniques for committing a crime. These too are learned through interacting with others.  **Strength - Evidence to support** – Matthews (1968) found that juvenile delinquents are more likely than non-delinquents to report having peers who engage in criminal activity. It is therefore likely that interacting with these peers has led to exposure to more pro-criminal attitudes, and the techniques for committing certain crimes.  **Weakness - Cause or effect?** – it is equally likely that adolescents with deviant tendencies seek out deviant peers.  **Weakness - Unfalsifiable** – the claim that exposure to more pro-criminal attitudes than pro-law attitudes leads to criminal behaviour is difficult to test. We cannot accurately measure the number of pro-criminal attitudes a person has been exposed to. | **Correlation**  **Pre-requisites**  **Unfalsifiable** | Students will already know that **values** are general guidelines that are shared by most people in a given society on how individuals should live their lives. | End of AC2.2 and 3.2 previous exam questions test |
| **3.1 Analyse situations of criminality**  **Individualistic explanations** | Use knowledge of individualistic theories from previous lessons and apply to scenarios using past paper questions. | | | |
| **2.3 Sociological explanations of criminality**  **3.2 Evaluate Criminological theories.**  **Social structure theory – Marxism** | Students will need to know that sociological explanations include social structure theories, interactionist theories, and realist theories.  A capitalist society is one that is unequal. There is a divide between the ruling class and the working class.  Capitalist society is criminogenic – crime is inevitable when there is a divide between ruling class and working class.  Working class commit crimes of necessity, and out of frustration.  Ruling class commit crime because capitalism is competitive.  Laws are created to serve the ruling class, e.g. Chambliss example of East African Colonies – The British needed the African population to work on plantations and provide things like tea and coffee. At the time the members of the African population were not interested in money, having never relied on it before. The British motivated them to work on the plantations by enforcing a new tax that they could pay only in cash. Failure to pay was made a criminal offence.  The law is applied selectively against the working class.  **Strength** - This theory can explain violent crimes, crimes such as theft, and white collar crime. Unlike other theories that are reductionist and focus their explanations on violent crime only, this theory takes a more holistic approach and recognises that crime has subtypes.  **Strength** - Marxist theory of offending explains how the law is selectively enforced, leading to a crackdown on working class areas. This means that instead of taking statistics at face value, it helps us to understand why patterns of crime may emerge in the first place and how the figures may be distorted.  **Weakness** - Not all laws appear to serve the ruling class. Some serve to protect everyone. E.g. laws against murder. Marxists claim that laws are created by and therefore serve the ruling class, but this claim appears to lack credibility.  **Weakness** - Marxists ignore the role of motivation and choice in crime by explaining it away due to oppression. People do choose how to act. This explanation ignores free will, and risks minimising the accountability of the offender for their actions.  **Strength** – offers practical solution to dealing with offending behaviour. Marx suggest that we need to address inequality in society to reduce crime. | **Exploit**  **Social class**  **Capitalism**  **Criminogenic**  **Holistic** | Students may already be familiar with the term working class.  Students will know that inequality means that not everyone in society is the same. Some people have more than others.  Students will know that the term frustration refers to the feeling of being annoyed when something cannot be achieved.  Students will already know that white collar crime is crime committed for financial gain, and usually throughout the course of the individual’s occupation. They will know that white collar crime is complex, requiring specialist knowledge to effectively carry it out.  Students will already know that statistics on crime are collected annually by the Home Office, and that they are used to understand patterns of crime and inform crime policy.  Students will already know the difference between free will and determinism. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Sociological explanations of criminality**  **3.2 Evaluate Criminological theories.**  **Interactionism – labelling theory** | **Interactions** are based on labels  Interactionists believe that no act is deviant/criminal in itself. Society decide what is classed as an offence. It is not the nature of the act that makes it deviant, but the nature of society’s reaction to the act.  Crime is therefore socially constructed.  Labelling theory believes that **the law is not enforced equally**. Some groups are labelled by police, and the law is enforced more against them than others.  Piliavin and Briar found police decisions to arrest were based on gender, class, ethnicity, time, place etc.  **Labelling leads to the self-fulfilling prophecy.**  There are two types of deviance – primary deviance and secondary deviance.  **Primary deviance** – acts that have not led to the label of criminal being assigned, meaning the individual does not view themselves as a criminal. E.g. not paying of public transport or illegal streaming and downloads. Smoking cannabis is another example.  **Secondary deviance** – acts that have been labelled as criminal, meaning the individual is treated as a criminal by other people they interact with. This leads to them committing more crimes as criminal becomes their master status.  **Self-fulfilling prophecy** – expectations that other people have for an individual lead to them behaving in the way they are expected to. E.g. teacher expecting a student to misbehave meaning students then misbehaves. They would feel as though there is no point in behaving any other way as the assumption about behaviour is already affecting the way they interact.  **Deviancy amplification spiral**  Attempts to control deviance lead to more deviance. Negative labelling can marginalise groups, leading to subcultures who do not comply with societal norms and they do not feel as though society values them anyway.  **Strength** – labelling theory does not accept crime statistics at face value. It recognises and raises awareness of the fact that they are distorted due to differential law enforcement. For example, In 2020, of the defendants prosecuted, 12% were Black. However, in the population 3.3% are Black. The disproportionately high number of black offenders is evidence of differential law enforcement.  **Strength** – raises awareness of stereotyping and labelling within criminal justice agencies, such as the police and the judiciary. This ensures that measures are put in place to combat institutional labelling.  **Strength** – unlike Marxism, labelling theory recognises that many groups can be affected by differential law enforcement. Marxism focuses too heavily on social class. Labelling theorists recognise that many characteristics can affect whether or not an individual will be labelled as criminal. This gives the theory greater explanatory power – it offers a better explanation of criminality.  **Weakness** – labelling theory emphasises the negative experiences of the offender, which could be argued as giving them ‘victim status’. It ignores the responsibility the offender has for the harm they have caused to the victim.  **Weakness** – it assumes that once someone has been labelled as a criminal, a criminal career is inevitable. This is deterministic, and ignores the free will that can be exercised by the offender who may choose to mend their ways. Furthermore, reoffending rates are estimated at around 50%, meaning just as many criminal do not go on to commit further crimes as those who do. | **Self-fulfilling prophecy**  **Marginalised**  **Interaction**  **Deviancy amplification spiral** | Students will already know that interactionist theories and part of the category ‘sociological explanations’.  Students will be able to explain the impact that stereotyping has on individuals and their behaviour.  Students will be able to list characteristics that mean individuals are more likely to be stereotyped/labelled as criminal.  Students will already know the difference between free will and determinism. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Sociological explanations of criminality**  **3.2 Evaluate Criminological theories.**  **Realism – Right Realist** | Students will know that there are two realist theories – right realism and left realism. Each have different explanations for criminal behaviour.  The three explanations for crime given by the right realists are: biological differences, poor socialisation, and rational choice.  Right realists believe that innate biological difference lead to crime. e.g. inherit traits such as aggression, impulsivity, and low intelligence.  Poor socialisation is a cause of crime. Single parent families fail to socialise their children – they do not raise them to have the same shared norms and values as the rest of society. They also typically lack a male role model.  Rational choice leads to crime – the offender considers the costs (such as likelihood of getting caught) and benefits before they commit a crime.  Free will - **Strength** – recognises the role of free will by claiming offending is a rational choice.  Evidence supports – **strength** – Bennett and Wright found burglars do consider costs and benefits.  Crime prevention – **strength** – useful – tells us that CCTV and harsh sentence will reduce crime.  Choice – **weakness** – rational choice cannot explain impulsive crimes.  Ruling class – **weakness** – emphasis is on working class crime. Ignores ruling class. | **Values**  **Socialisation**  **Nuclear family** | Students will already know that realist theories belong to the category ‘sociological explanations of criminality’.  Students will already know that some traits are innate – determined at birth.  Students will be able to talk about potential costs of committing crimes, such as getting caught, going to prison, losing family, losing employment.  Students will know that impulsivity refers to actions that are carried out without consideration of the consequences. | Weekly previous exam questions set as homework and teacher assessed. |
| **2.3 Sociological explanations of criminality**  **3.2 Evaluate Criminological theories.**  **Realism – left realism** | Students will know that the three explanations for criminality given by the left realists are: relative deprivation, subcultures, and marginalisation.  Relative deprivation - Left realists believe that inequality leads to crime. Lee and Young argue that cuts to benefits, lack of employment and advertising in the media increases relative deprivation. Relative deprivation is how deprived the individual feels in comparison to others.  Subculture - Those who commit crime are part of a criminal subculture. They shared materialistic goals of society, but are accepting of illegitimate methods to obtain items as legitimate methods are blocked.  Groups who are marginalised (not represented) turn to crime out of frustration.  Reduces crime – **strength** – tells us that better employment opportunities will reduce crime, therefore the theory has practical applications.  Raises awareness – **strength** – raises awareness of issues faced by the working class.  Evidence to support – **strength** – Perry Preschool Project found that a group given an intellectual enrichment programme at age 3-4 were less likely to offend later in life.  Ignores white collar crime – **weakness** – focuses on working class crime.  Expensive methods – **weakness** – methods for reducing crime are not possible. It would be expensive to provide intellectual enrichment programmes to every child. However, could this save money in the long term when there is less crime? | **Deprivation**  **Materialistic** | Students will already know that realist theories belong to the category ‘sociological explanations of criminality’.  Students will know that there are two realist theories – right realism and left realism. Each have different explanations for criminal behaviour. | End of AC2.3 and 3.2 previous exam questions test |
| **3.1 Analyse situations of criminality**  **Sociological explanations** | Use knowledge of sociological theories from previous lessons and apply to scenarios using past paper questions. | | | |
| **4.1 Assess the use of criminological theories in informing policy development**  **Sociological policies – Penal Populism** | Students will know that the two policies informed by sociological theories are penal populism and zero tolerance.  **Prison works** – 1990’s government presented view that prison works to **incapacitate** (keeps them away from the public) the offender and act as a **deterrence** (prevents further crimes from being committed both by individual and rest of society).  This view was popular with the public.  **Tougher penalties** – **see if students can think of any examples of tougher sentences introduced after 1990.**  In 1997, the Conservative Government introduced the Crime Sentences Act, with **mandatory** minimum sentences for repeat offenders. Automatic life sentences for 2nd serious sexual or violent offence. Minimum 7 years for 3rd Class A drug trafficking conviction. Minimum 3 years for 3rd burglary conviction.  Labour government (Tony Blair 1997) promised to be tough on crime. Introduced ASBOs and curfews.  **Crime rates decreased -** Since the introduction of harsher sentencing for offenders, crime rates have decreased. This demonstrates the possibility that tougher sentencing is acting as a deterrence – people are less likely to commit a crime when the consequences for the action are higher. Proves that policies developed from RR theories are effective.  **Rehabilitates offenders –** this means that it successfully changes the behaviour of the prisoner meaning they are not going to go on to commit more crimes. Prison provides opportunities such as employment programmes and training to achieve this. Means that it is more effective at providing long term change than other methods of crime control such as fines.  **Expensive methods –** it is costly to keep people in prison, therefore has an effect on the economy. Providing opportunities that allow for rehabilitation are not always possible within prison due to budgets.  **Psychological effects –** links between imprisonment and mental illness are well documented. E.g. suicide rates are 15x higher amongst inmates than they are in the general population. Research has also found that this effect increases when the prison population is too high – something that has happened since the introduction of right realist policies on crime. This means offender will unlikely be able to live a normal life following their time in prison. Could even link to impact on economy if more people are needing help with mental health.  **University for crime –** while inside the offender is socialising with other offenders. They may actually develop new techniques for committing crime and ideas about how to not get caught. Upon release, they will then be more of a risk to members of the public. | **Assess**  **Policy**  **Deterrence**  **Incapacitate** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will be aware of Right Realist explanations of crime from 2.3 and how Right Realism is embedded into the Conservative Government ideology. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.1 Assess the use of criminological theories in informing policy development**  **Sociological policies – Zero Tolerance** | **Tolerance** - the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with.   * **Link to right realist theory** – assumes offending is a rational choice. Offender weighs up costs and benefits of crime before they act. * **Broken Windows** – a theory presented by Wilson and Kelling that argues that a disorderly neighbourhood sends out a message that nobody cares. When minor crime is left unattended in a community, more serious crime will happen as the community spirals out of control. E.g. Zimbardo 1969 experiment * He abandoned two cars in two very different places: one in a mostly poor, crime-ridden section of New York City, and the other in a fairly affluent neighbourhood of Palo Alto, Calif. After 10 minutes, car in NY was vandalised. After 1 week, the car in PA remained untouched. Then Zimbardo damaged car using a sledgehammer. More damage followed. * **Zero tolerance policing** – a strategy used by the police where all crime is aggressively policed – whether this is deviant or not. The law is followed in all cases, as opposed to prioritising some crimes over others. E.g. criminalise begging, prostitution and vandalism.   **Success in NY** - This was applied in the 1990’s in New York, through the work of **William Bratton**. He had officers arrest anyone committing minor offences such as **vandalism** and **drinking alcohol**. **Serious crime did decrease** at this time and in 1992 reduced **by as much as 25%.** This led other states to adopt the same policies and serious crime in the US fell for 5 consecutive years from 1996.  **Increased tension** – ZTP may lead to minority groups being targeted by police, and increased tensions between police and public. ZTP is also heavily focused on targeting low level crime in disadvantaged areas – therefore heavily focused on crime of prolatariat as the reason for serious crime, ZTP doesn’t address crimes such as white collar crime of bourgeoisie and does tackle root causes of crime e.g. inequality as suggested by left realism and Marxism theories.  **Alternative explanations** – This success could have been explained by increased numbers of people in prison – therefore those who usually offend are not around to do so. A wide range of alternative explanations have been put forward for the New York crime drop. These include population changes, stabilisation of drug markets, increased rates of imprisonment and changes to abortion laws. | **Tolerance** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will know that the two policies informed by sociological theories are penal populism and zero tolerance.  Students will be aware of Broken window theory from Unit 1.  Students will be aware of Right Realist explanations of crime from 2.3. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.1 Assess the use of criminological theories in informing policy development**  **Individualistic policies – Token Economy** | Operant learning is the process of learning the correct way to behave through reinforcement (with rewards) and punishment.  Token economies are based on operant conditioning. The underlying assumption is therefore that if you reinforce behaviour with a reward, desirable behaviours will be repeated. This means that the behaviour of the offender eventually changes for the better.  Token economies can be used to rehabilitate offenders while they are in prison. The prison officer looking to introduce a token economy will first have to come up with a list of desired behaviours that will form part of the reward system. Following this, prison officers will give out tokens when they see prisoners perform a desired behaviour. Once the prisoner has enough rewards, they can then exchange them for a reward.  Desirable behaviours = engaging on rehabilitation programme, positive interactions with staff and prisoners, being drug free, employment  Reward = Video games, TV, better food from outside of the facility  Research - Hobbs and Holt (1976)- three groups of young delinquents were introduced to a token economy system. Their behaviours were compared to a control group of delinquents. Significantly more positive behaviours shown amongst token economy groups. Demonstrates method is effective in changing behaviour, though we don’t know if this continued outside of the prison environment.  Ethics - Token economy systems can violate human rights as individuals are being manipulated, not always with their agreement. However, it is unethical to make basic needs (food or visiting rights) dependent on tokens. These ethical issues contributed to the loss of the popularity of token economy in prisons.  Consistency - The success of token economy is dependent on a consistent approach from prison staff. Bassett & Blanchard (1977) found that any benefits were lost after staff applied the techniques inconsistently.  Leaving prison - What happens after an offender is released? Society does not work like a token economy in which good behaviour is always positively reinforced – could this lead to recidivism? | **Operant learning**  **Recidivism** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will already know that learning theory suggests we learn through interaction with our environment, such as by observing and imitating role models.  Students will know that vicarious reinforcement means learning through the observed consequences of the actions of a role model, meaning they understanding the impact of reward and punishment on behaviour | Weekly previous exam questions set as homework and teacher assessed. |
| **4.1 Assess the use of criminological theories in informing policy development**  **Individualistic policies – Aversion Therapy** | Classical conditioning - learning through association. E.g. Pavlov successfully taught a dog to associate the sound of a bell with food, and eventually the dog salivated to the sound of the bell.  Aversion therapy is a policy that is based on Eysenck’s theory of the criminal personality.  In this theory, the criminal is said the be a high scorer on measures of Extraversion, Neuroticism, and Psychoticism. Those who has extravert and neurotic are difficult to condition according to Eysenck. There is therefore a need for more extreme conditioning to teach these individuals the correct ways to behave.  Aversion therapy uses classical conditioning to train behaviour. In aversion therapy, the undesirable behaviour is paired with an aversive stimulus until an association form. Examples of aversive stimuli include electric shocks, and nausea.  Example - Aversion therapy was used to treat crime of homosexuality in the 1960’s. – Homosexuality was only decriminalised in 1967. Also used on sex offenders.  Unethical - Smith et al. 2004 studied the long term damage of aversion therapy on homosexuals. While many had found happiness in same sex relationships in the years following aversion therapy, they still experienced some emotional distress. – highly unethical – consent is also an issue  Reducing violent crime - Can be used to treat alcoholism and drug addiction, both of these are considered risk factors for criminal behaviour. – e.g. link back to use of Antabuse for alcoholism – reducing alcoholism = reducing violent crime  Short term effects - learning through association. E.g. Pavlov successfully taught a dog to associate the sound of a bell with food, and eventually the dog salivated to the sound of the bell. | **Informal policy making**  **Formal policy making** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will already know that Homosexuality was decriminalised in 1967 and understand the changing norms regarding homosexuality in UK society.  Students will already be aware of Eysenck’s Criminal personality theory from 2.2. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.1 Assess the use of criminological theories in informing policy development**  **Biological policies**   * **Biochemical processes** | Biological theories argue criminality is caused by physical abnormality in an individual, therefore crime control policies should aim to change the working of criminals brain/ body to reduce crime.  Drugs - As biochemical processes such as testosterone and substance abuse have been linked to criminality, crime control polices in the form of treatment programmes are used to tackle crime.  Alcohol abuse – Alcohol can trigger aggressive behaviour = drug treatment called Antabuse is used – could reduce violent crimes – it’s a form of aversion therapy, essentially pairing together the substance with a negative response through repeated exposure, drug ensures individual gets unpleasant symptoms (hangover like symptoms) if they consume any alcohol.  Sex Offenders – Silbestrol – Form of ‘chemical castration’ – used in prison for male sex offenders – supresses testosterone and reduces sex drive to reduce sexual reoffending  Surgery - Surgical castration – for sex offenders to incapacitate them and stop reoffending used previously in Denmark and USA.  Lobotomy – Psychosurgery -A frontal lobotomy, a highly invasive surgery of the prefrontal lobe, was used in the past to treat mental illness and violent criminals. This is the selective destruction of nerve fibres in the frontal lobe of the brain, an area involved in impulse control and mood regulation.  Side effects – Chemical Castration – Use of Silbestrol on male offenders has lead to serious side effects such as Psychiatric disorders, breast development and feminisation.  Side effects – Lobotomies - Many people who underwent early lobotomies would have lived their entire lives with side effects such as memory loss and the blunting of emotions, leaving them like zombies. Some died during or after the procedure.  Ethics – Antabuse - Patients may not be of sound mind to give consent to biological treatments that alter their bodily chemicals due to their addictions e.g. alcohol which raises the issue of informed and reasoned consent.  Treating underlying cause - Antabuse - may only treat the symptoms rather than underlying cause of alcohol addiction e.g. trauma, childhood etc. | **Biochemical processes**  **Chemical castration**  **Methadone** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will already be aware of biological criminal theories that state criminals differ biologically to non-criminals such as Lombroso and Sheldon. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.1 Assess the use of criminological theories in informing policy development**  **Biological policies**   * **Eugenics** | Students will know that the term assess requires consideration of how effective something is. Therefore, in a question asking them to assess the use of criminological theories in informing policy development they must explain the policies and comment on how effect the policies are.  Students will know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will know that two policies that have been informed by the biological explanations are eugenics and biochemical processes.  Eugenics is the selection of desired heritable characteristics in order to improve future generations.  This is biological, because it assumes that the traits associated with criminality are inherited.  Eugenics believe in genetic enhancement, by controlling which traits are passed on to the next generation improvements can be made to the human race over time.  In order to achieve genetic enhancement, compulsory sterilisation is needed. Those deemed genetically unfit should be sterilised to stop them reproducing and passing on faulty genes.  An example of a eugenics movement is Nazi Germany. A desire to purify the Aryan Master Race led to the sterilisation of 400,000 people deemed physically of mentally disabled.  **Strength** - Evidence supports idea that traits associated with criminality are inherited because criminality runs in families. E.g. Mednick 1987 found adoptees were more likely to be criminal if their bio father was than their adoptive father.  **Weakness** - Bioethics - study of ethical issues arising from the biological and medical sciences. Argues that forced sterilisation is unethical and a breech of an individuals human rights.  **Issue of scientific racism** - Using science to argue for the superiority of one race and the inferiority another. Scientific racism usually targets those whose social and economic status have been historically marginalized. | **Eugenics**  **Sterilisation** | Students will already know that a policy is a set of ideas or a plan for action followed by a business, a government, a political party, or a group of people.  Students will already know that assess means to consider the quality of something, thinking about what is good and what is bad about it.  Students will already be aware of biological criminal theories that state criminals differ biologically to non-criminals such as Lombroso and Sheldon. | End of AC 4.1 previous exam questions test |
| **4.2 Explain how social changes affect policy development Social changes**  **Demographic changes** | Immigration and racism  In 1945 there were fewer than 20,000 non white residents in Britain.  During 1950s/1960s, non white immigrants came from former British Colonies in the Caribbean, Indian subcontinent and Africa.  The early arrivals to the UK (Windrush generation) faced hostility and discrimination. Examples include 1956 Birmingham survey – Only 1.5% of white landlords would let a room to a black tenant.  Discrimination based on race was legal.   * In 1965, the Commision for Racial Equality was set up - a non-departmental public body in the United Kingdom which aimed to address this racial discrimination and promote racial equality. * The Race Relations Act was passed in 1965 – banning racial discrimination in public places and promotion of hatred towards race an offence. Later improved in 1968 to include that discrimination against employment, housing and public services is an offence. * The Commission was later replaced by the Equality and Human Rights Commission. Further to this, in 2010, the Equality Act made it illegal to discriminate against an individual because of their race, sex, age, or disability. | **Demographic changes**  **Policy**  **Colonies**  **Windrush generation**  **Social norms**  **Mores** | Students will be ware of the Equality Act (2010) as discussed in Unit 1.  Students who attended lower school will be aware of the Windrush generation from content delivered in Ready to Learn for Cultural Capital. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.2 Explain how social changes affect policy development Social changes**  **Cultural changes** | LGBTQ+ Rights  LGBTQ+ rights have changed significantly inline with changes in society’s culture and values.  Prior to 1960’s – Same sex activity seen as immoral or sinful and severely punished by law.  In 1954 – over 1,000 men in prison. High profile individuals – Wartime code-breaker Alan Turning – later commited suicide.  This lead to Wolfenden report into the law- Decriminalisation in 1967 decriminalisation of sexual activity in private between men aged 21 and over.  Changing attitudes and values  Individualism – Central value in today’s culture for someone to choose how they wish to live their lives, this includes sexual preferences.  Equal rights – Growth of the idea of equal rights – links to legislation such as Equality Act (2010) in which sexual orientation is a protected characteristic and therefore cannot be discriminated against lawfully.  Secularisation – Religion generally opposed homosexuality ( Christianity, Islam and Judaism). Reduction of religion in UK society and how religion influences attitudes and values. Less than half of Britons believe in God.  This has influenced further legal changes  Equal age of consent – 1994- lowered to 18 from 21. 2000 lowered to 16.  Civil Partnerships – 2005 – legal recognition of same sex couples.  Same-sex Marriage – 2013- legal marriage of same sex couples. | **Social norms**  **Mores** | Students will be aware of legislation changes regarding LGBTQ+ rights as discussed in Unit 1.  Students will be aware of the Wolfenden report from Unit 1.  Students will be ware of the Equality Act (2010) as discussed in Unit 1. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.2 Explain how social changes affect policy development Social changes**  **Public perception** | Drink driving campaigns  The first car appeared on the road in 1897, and ownership increased in the years that followed. In 1951, 15% of households owned a motor vehicle. By 1971 this had risen to 55%. With the increasing presence of motor vehicles, safety was becoming a public concern.  KSI = killed or seriously injured in a road traffic accident. In 1979, almost 10,000 KSI’s were a result of drink driving.  Over time, the public were beginning to view driving as a potential danger, and legislation was introduced in response to this.  Under the legislation in 1932, it became illegal to drive whilst under the influence of alcohol or drugs, but there was no legal limit.  1967 Road Safety Act introduced a maximum legal limit on the amount of alcohol that can be consumed before it becomes unsafe to drive – 80mg of alcohol per 100ml of blood. They also permitted the use of roadside breathalysers to measure how much alcohol someone had consumed, and made non-compliance a criminal offence.  In 1979, the government began the Think! Campaign.  Aim was to address cultural norms and values that were accepting of drink driving.  2/3 of young male drivers were reported to be drink driving on a weekly basis – shows that it was an accepted behaviour (the norm). They also perceived the chances of getting caught to be low (public perception).  Campaign changed public perception of drink driving, with 35% of responders agreeing with the statement ‘If I drive carefully I’m not likely to be caught’ in 1978, compared to 21% in 1987. | **Public perception**  **Policy**  **Social norms**  **Mores** | Students will be aware that drink driving is illegal and campaigns (Think! Campaign) continue to be used to promote the dangers. | End of AC 4.2 previous exam questions test |
| **4.3 Discuss how campaigns affect policy making**  **Newspaper campaigns** | Sarah’s Law (2011)  Headed by Sarah Payne's mother after 8 year old Sarah Payne was murdered by a previously convicted sex offender in her local area. The campaign sought the right for parents and carers to access information about child sex offenders living in the area.  Officers will look into the background of individuals and reveal details confidentially if they think it is in the child's interests not obliged to disclose.  It introduced the Child Sex Offender Disclosure Scheme.  The pilot started in 2008 and involved four police forces in Warwickshire, Cambridgeshire, Cleveland and Hampshire. It was a year-long project, which was hailed as a success by the Home Office. Ministers said it had protected 60 children  The campaign was backed by the newspaper the News of the World. In 2000 it named and shamed 50 paedophiles. The paper promised to continue until it had revealed the identity of every paedophile in Britain.  The year and a day rule – Law Reform Act (1996)  Headed by Michael Gibson’s mother Pat. Michael was assaulted by David Clark in April 1992. Michael died after being in a coma for 22 months. Clark could only be charged with grievous body harm, was jailed for 2 years and was out before Michael died. Due to ‘Year and a day’ rule, victims of assault who lived for a year and a day, their attackers could not be charged with manslaughter or murder.  Northern Echo newspaper – Launched ‘Justice for Michael’ campaign with Pat Gibson, urging readers to sign a petition to scrap the law and published a front page photo of Michael in a coma in his hospital bed. Thousands of readers signed.  Success – In 1994 , original bill to scrap law was defeated. Following the Northern Echo’s petition, a bill was passed and in 1996 Law reform Act began. | **Confidentially**  **Pilot**  **Bill** | Students will already be aware of Sarahs Law from Unit 1 2.2. They will be aware of methods used and the change in law that resulted from the campaigns. This is a synoptic link to Unit 1 and a recap of previously learned knowledge embedded into the WJEC curriculum. | Weekly previous exam questions set as homework and teacher assessed. |
| **4.3 Discuss how campaigns affect policy making**  **Individual campaigns** | Clare’s Law (2014)  Headed by Clare Wood's father Michael Brown, following his daughter’s death at the hands of a violent partner. The change in policy allows the police to disclose information about a partner's previous history of domestic violence or violent acts.  This was introduced by the Domestic Abuse Disclosure Scheme (2014). This includes the ‘right to ask’ and the ‘right to know’.  This follows a 14-month pilot scheme in four police force areas, which provided more than 100 people with potentially life-saving information.  Methods used: TV, Local Radio ( Key 103)  Sarah’s law (2011)  Headed by Sarah Payne's mother after 8 year old Sarah Payne was murdered by a previously convicted sex offender in her local area. The campaign sought the right for parents and carers to access information about child sex offenders living in the area.  Officers will look into the background of individuals and reveal details confidentially if they think it is in the child's interests not obliged to disclose.  It introduced the Child Sex Offender Disclosure Scheme.  The pilot started in 2008 and involved four police forces in Warwickshire, Cambridgeshire, Cleveland and Hampshire. It was a year-long project, which was hailed as a success by the Home Office. Ministers said it had protected 60 children.  Methods used: Newspapers (News of the World)  The campaign was backed by the newspaper the News of the World. In 2000 it named and shamed 50 paedophiles. The paper promised to continue until it had revealed the identity of every paedophile in Britain. | **Disclose**  **Obliged** | Students will already be aware of Clare’s Law and Sarahs Law from Unit 1 2.2. They will be aware of methods used and the change in law that resulted from the campaigns. This is a synoptic link to Unit 1 and a recap of previously learned knowledge embedded into the WJEC curriculum.  Sarah’s law is applicable as both a Newspaper campaign and individual campaign so will have been taught in the previous lesson. | End of AC 4.3 previous exam questions test |
| **4.3 Discuss how campaigns affect policy making**  **Pressure group campaigns** | Protection against stalking  This campaign aimed to introduce a new law making stalking a criminal offence, after it was estimated that as many as 120,000 people are victims each year.  In some cases, stalking had even led to death.  What was the original law - The Protection from Harassment Act 1997This act meant that it was illegal to harass an individual, causing alarm, fear or distress.  There was no clear policy on how to deal with harassment/stalking effectively. Victims had no-one to advocate for them. Only 70 people had been prosecuted in 10 years under the Protection from Harassment Act (1997). PAS set up an independent parliamentary inquiry, where MPs would hear accounts from victims, academics, lawyers, and police officers.  The inquiry led to an amendment to a bill.  The Protection of Freedoms Act (2012) later made stalking a criminal offence.  Green Peace  Greenpeace are a campaign group that fight for changes that help to preserve the planet. They want to ensure that choices made by individuals and businesses do not have a negative effect on the environment.  In 2007, a group of activists climbed the chimney of Kingsnorth Power Station in a demonstration against government plans to build a new coal plant. The coal plant was forced to shut down for the duration of the demonstration.  The activists were taken to court for the damage they had caused to the coal plant.  In the trial, experts on climate change testified. This allowed the jury to understand the long term impact a new coal plant would have on the plant, and therefore the importance of the actions taken by Greenpeace activists.  The groups of activists were found not guilty, and the government plans to build more coal plants was brought to a halt.  In 2018, Greenpeace were successful in changing the law. The government agreed to ban the use of plastic microbeads in products such as facewash, toothpaste and more.  This change was achieved when 350,000 signed a petition to support the ban, as well as campaigning with other pressure groups whose aim aligns with that of Greenpeace. | **Harass**  **Testified** | Students will be aware that staking was only made a criminal offence in The Protections of Freedoms Act (2012). This was discussed in Unit 1 2.2.  Students are likely to be aware of the popular climate change campaign group Green Peace due to their widely known public campaigns. | Weekly previous exam questions set as homework and teacher assessed. |