

**FURZE
PLATT**
SENIOR SCHOOL



TASTER DAY 2026

Welcome to Criminology
Level 3 WJEC Diploma Course

AMBITIOUS

COLLABORATIVE

HAPPY

INTEGRITY

ENDURANCE

VERSATILITY

EXCELLENCE

What does studying criminology involve?

Here is a list of topics:

1) Which ones do you think will be covered in this criminology course?

2) How might they be relevant?

- Biology- neurochemicals
- The Law- Clare's law
- Government agencies-CPS
- Psychology-the unconscious mind
- Sociology-Marxism
- Theft-how to pick pockets
- Statistics-analysing data
- The Media-newspaper campaigns
- Forensics-fingerprinting
- House breaking-how to pick locks

**Criminology
Course
Structure
X4 Units**

Unit 1: Changing awareness of crime

- Why are crimes unreported?
- What are the consequences of unreported crime?
- Does media represent crime accurately?
- How do campaigns change the law?

8 hour controlled assessment.
Completed over 2 weeks in lesson time.
Lesson notes will be allowed in moderated folders.

Unit 2: Criminological theories

- Why do people commit crimes?
- Why do laws differ between countries?
- Is criminality nature or nurture?
 - Why do laws change?

1 hour 30 minute exam.
mock in January. Sits in June.

Unit 3: Crime scene to the courtroom

- What do police officers, CSIs, pathologist etc do in criminal investigations?
- What techniques are used to gain evidence in investigations?
- What are the rights of someone who has been arrested?
 - Who decided if a case goes to trial?
 - Is the legal system always fair?

8 hour controlled assessment.
Completed over 2 weeks in lesson time.
Lesson notes will be allowed in moderated folders.

Unit 4: Crime and punishment

- Who makes laws?
 - Which courts try which cases?
- What different punishments are used to control crime?
- Are all punishments effective in controlling crime?
 - Who enforces punishment?

1 hour 30 minute exam.
Mock in January. Sits in June.

How is Criminology assessed?

Year 1

Sep year 1: pupils are entered onto course and prepare for 8 hour controlled assessment for unit 1.

January year 1: Controlled assessment period 1 starts. During PPE **UNIT 1**

Jan year 1: mock examinations of **UNIT 2**. 1hr 30 examination.

March year 1: Controlled assessment period 2 starts. Period to last 2 full days (8 hours) **UNIT 1**

May year 1: **UNIT 2** examination to be sat. 1hr 30 minutes.

Year 2

Sep year 2: pupils are entered onto course and prepare for 8 hour controlled assessment for UNIT 3.

Jan year 2: PPE examinations of UNIT 4 - 1hr 30 examination.

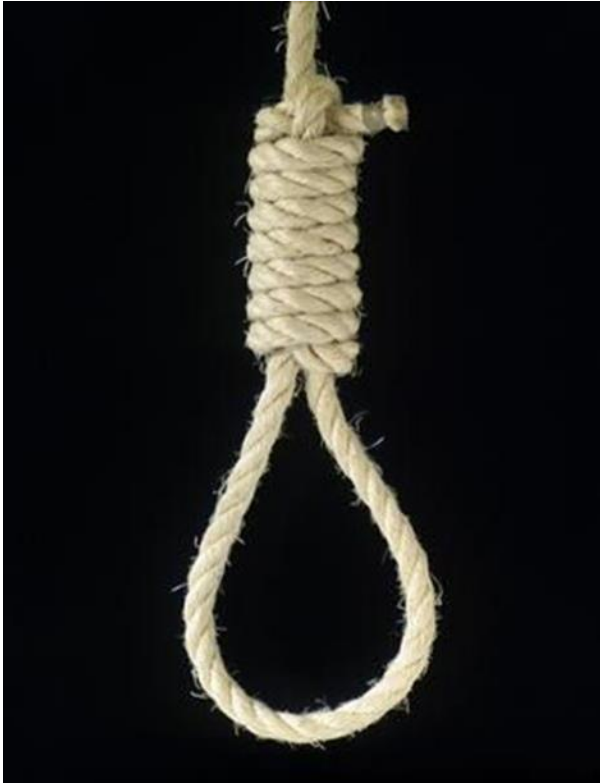
PPE Unit 3 Controlled Assessment exam

March year 2: Controlled assessment UNIT 3

(Re-take of Unit 1 if needed.)

May/June year 2: Unit 4 examination to be sat. 1hr 30 minutes. Unit 2 re-sit if needed.

Let's start with the ultimate biological approach to crime reduction



The Death Penalty

Let's have a discussion BEFORE you learn the facts.....

Do you think the threat of *the death penalty* would reduce the murder rate in the UK today?

1. The government has a responsibility to reduce criminal acts such as murder True/False?
2. *What is the purpose of using the death penalty (Write points on your white boards)*
 - No, because ...(bullet point your reasons)
 - Yes, because.... (bullet point your reasons)
 - (If you are undecided put both down)

Do you think the threat of the death penalty would reduce the murder rate in the UK today?

- No, because.....

- Yes, because.....

Now for some statistics.....

- Criminologists don't just debate questions as we have done, they look for evidence, both for and against.
- Let's look at which countries still have the death penalty.
- Criminologists have carried out studies in these countries to see if the death penalty works. Let's see what they think after exploring these studies.

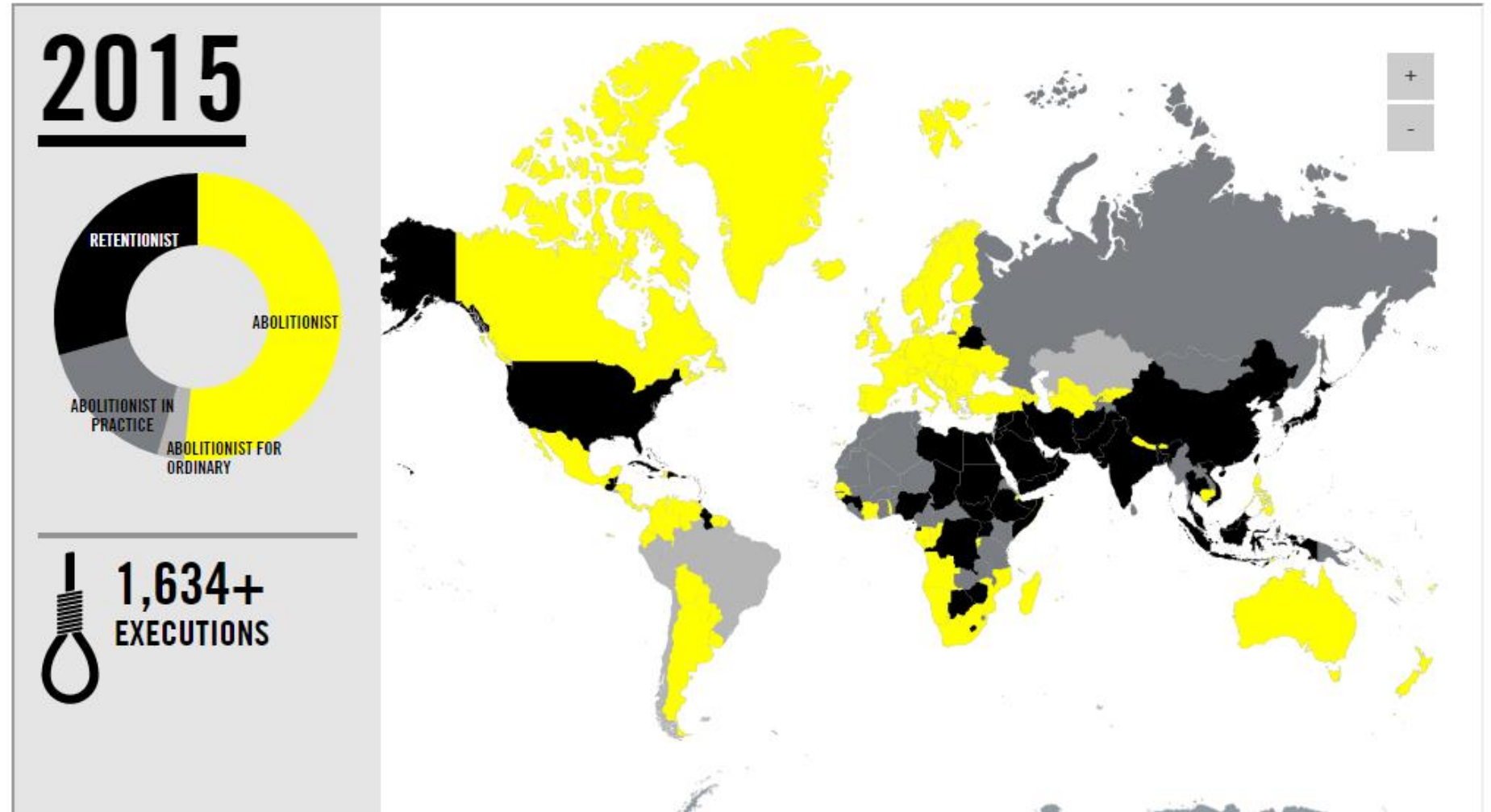
Retentionist – 58 countries retain the death penalty in law

Abolitionist in practice – 32 countries retain the law but haven't executed in over 10 years

Abolitionist – 102 countries do not use the death penalty

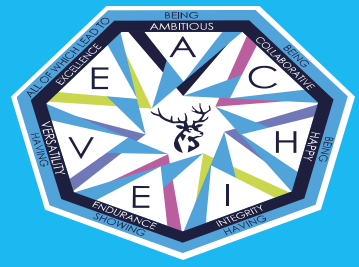
Abolitionist for ordinary – 6 countries retain it only for the most serious of crime

Death sentences and executions 2015



Which country puts the most people to death?

Top Ten countries for using death penalty (out of the 55 still using it)



- China — 1000+
- Iran — 314+
- Egypt — 83+
- Saudi Arabia — 65
- Syria — 24+
- Somalia — 21+
- Iraq — 17+
- Yemen — 14+
- United States — 11
- South Sudan — 9+

China

- [Capital punishment in China](#) is a legal penalty.^[1] It is commonly applied for murder and [drug trafficking](#),^[2] although it is also a legal penalty for various other offenses. Executions are carried out by [lethal injection](#) or by [shooting](#). The majority of Chinese people support capital punishment.^[6]
- The use of capital punishment is active in most East Asian countries and territories, including Japan, North Korea, Malaysia, Thailand, Indonesia, Vietnam, Singapore, and Taiwan. According to [Amnesty International](#), China [executes](#) more people than all other countries combined.
- The exact numbers of executions and death sentences are considered a state secret by China, and are not publicly available.^[11] According to the [Dui Hua Foundation](#), a U.S.-based organization, the estimated number of executions has declined steadily in the twenty-first century, from 12,000 each year to 2,400.^[12] Although in 2022, [World Coalition Against the Death Penalty](#) announced that since 2007, at least 8,000 people were executed in China per year.^[13]
- The [Chinese government](#) has taken effective measures in order to limit use of the death penalty, proclaiming that it is doing this with the aim of completely abolishing it.^[14]

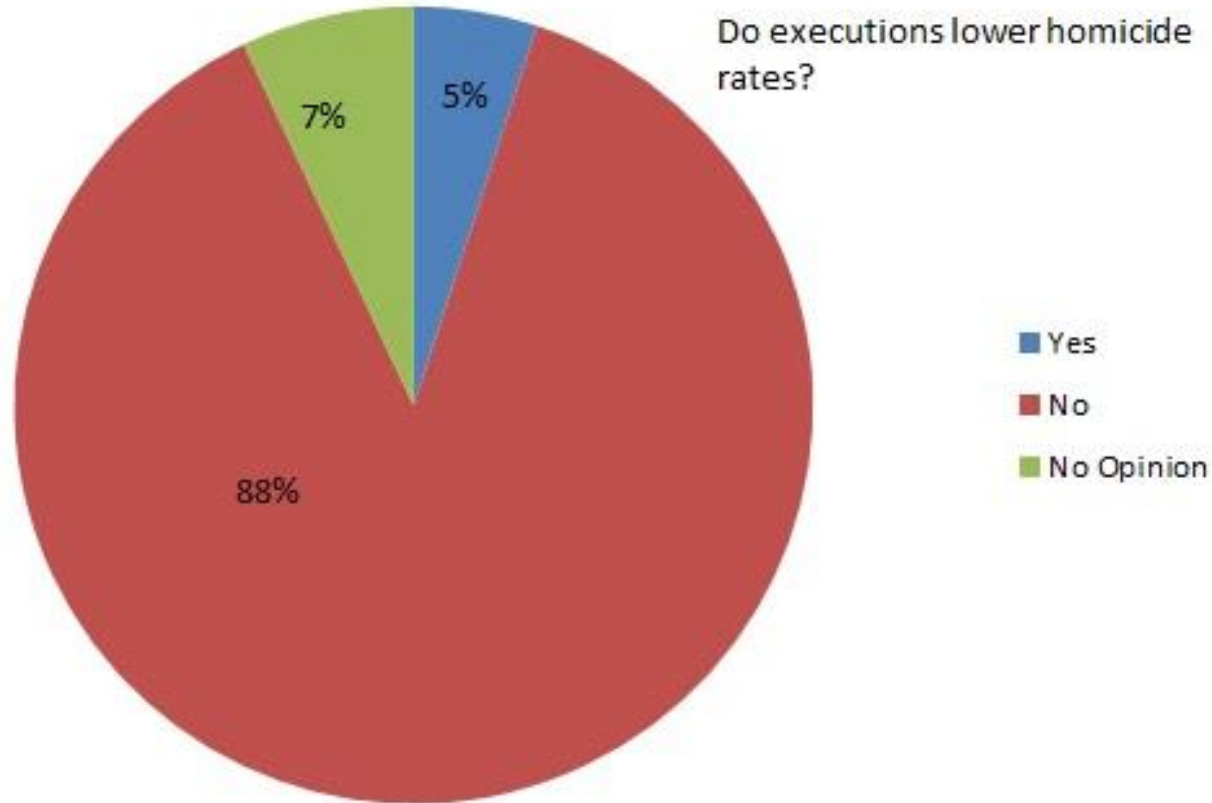
Death penalty – methods

- Beheading
- Electrocution
- Hanging
- Lethal injection
- Shooting in the back of the head and by firing squad

<https://www.amnesty.org/en/what-we-do/death-penalty/>

What do Amnesty International say?

Death penalty



Source:
Radelet and Lacock, "Do Executions Lower Homicide Rates?: The Views of Leading Criminologists", *The Journal of Criminal Law and Criminology*, Vol. 99, no. 2, 2009. <http://www.deathpenaltyinfo.org/files/DeterrenceStudy2009.pdf>

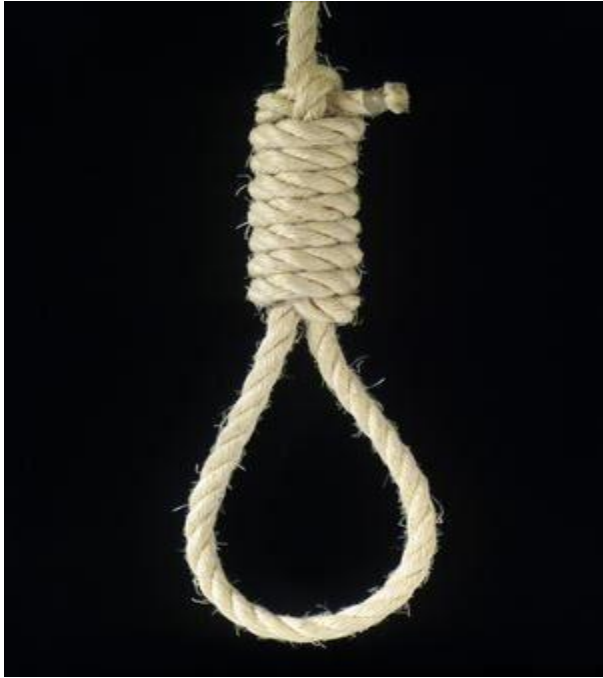
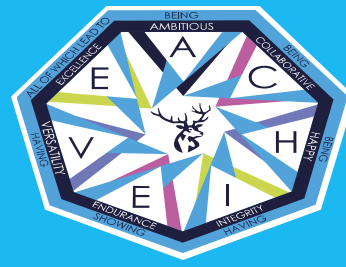
Most research shows that the death penalty does not act as a deterrent

Short Exam questions:

(You will have 5 minutes to answer these)

- 1) Write down 5 methods used to execute criminals (5 marks)
- 2) What % of criminologists think the death penalty does not reduce homicide rates? (1 mark)
- 3) Which country keeps its data on executions secret? (1)
- 4) Is this country abolitionist or retentionist? (1)

Debate: Should we bring back the death penalty?

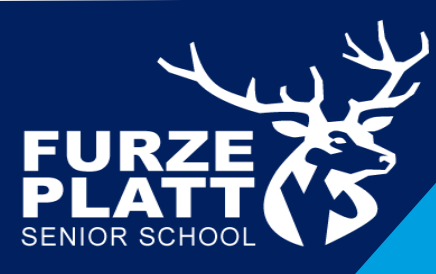


Let's look at the case for and against. We'll use some real life stories as well.

Before we start, how many of you are in favour of the death penalty? For? Against? Undecided? What are your reasons?

Fill in the table:

At the end of the lesson I'll ask you again to see if anybody has changed his/her mind.



Assuming it did reduce murders, would it be a good policy when other factors are considered?

Draw up a table, in pairs, for the pros and cons of capital punishment

Pros

Cons

Pros	Cons

Pros	Cons
<p>Gives closure to the victims' families</p> <p>The ultimate deterrent</p> <p>'Eye for an eye' –retribution may satisfy angry society .</p> <p>Forensics are now much more advanced so wrongful execution is avoided</p> <p>If a prisoner is not euthanised they could escape prison and go on to kill again</p> <p>It alleviates the problem of prison overcrowding</p>	<p>Financial costs to taxpayers of capital punishment is several times that of keeping someone in prison for life.</p> <p>The endless appeals clog up the CJS</p> <p>'Eye for an eye' policies don't show that society has advanced</p> <p>It is traumatic for the family as well as the defendant</p> <p>It is traumatic for the doctors who are breaking their oaths</p> <p>Mentally ill inmates may be put to death</p> <p>Children may be put to death</p> <p>Counterproductive – it creates sympathy for perpetrators of heinous crimes</p> <p>It doesn't bring the victim back to life</p> <p>What if the decision is wrong?</p>

Writing task

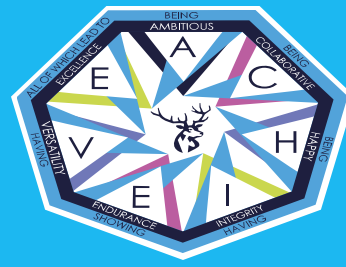
- You will now watch 2 videos which will give you real life examples .
- Please take notes, **WITH EXAMPLES**
- Afterwards we will use this information in an exam question

Case histories are an excellent way of understanding a viewpoint...

AGAINST: My father, mental illness and the death penalty

- <https://www.youtube.com/watch?v=gMNIROvT5x4>
- What is the point being made here?

One factor not often considered is shown in the following video.



Video:

- <https://www.youtube.com/watch?v=b6M-1LbQ5-c>
- What do you think this factor is?
- Is this a good reason not to execute?

A long exam question: you will have 15 minutes to answer this.

5) You work for Amnesty International and have been asked to write a letter to the Government of Iran to ask them to ban the death penalty.

Write the letter, presenting up to 10 arguments. To make the letter effective use real life examples where you can (15)

- Use paragraphs
- Aim to write between 200-400 words, according to your ability
- Write legibly

Some more real life cases...

- Singapore death penalty cases
- <https://www.youtube.com/watch?v=FAoLFv7c1V4>
- What did you find most interesting/ informative about this video?

The case for the death penalty:

- <https://www.youtube.com/watch?v=XltuOU1A8Sk&t=64s>
- Do you find the argument convincing?
- Say why/why not?

Summer course preparation...

How is crime represented in the media?

Case studies – how the media represent crime – miscarriages of justice

Write 10 key points about the following case studies where a miscarriage of justice has occurred:

1. Birmingham six

<https://www.bbc.co.uk/news/articles/cn42y0m08gmo>

1. Stephen Lawrence and the MacPherson report

<https://www.bbc.co.uk/newsround/43793772>

1. Sally Clarke case of mistaken cot death

<https://www.theguardian.com/society/2007/mar/17/childrenservices.uknews>

New crime in the media – from watching the news

- Watch/Read the news daily (a reliable source)...pick out **5 or more key articles about a criminal case** and copy them into a document.

Answer the following questions:

1. How does the media present the criminal/the victim/the situation?
2. What role are the police/CPS/Courts playing in the case and how is it described in the article?

Campaigns for Change – Create your own...

Research a campaign for change:

- Look at examples of campaigns for change in public behaviour and/or the law. Explore online campaigns to give you some ideas about existing campaigns.

Here are a couple of example campaigns for change:

- <https://www.think.gov.uk/themes/drink-driving/>
- <https://cebrdd.co.uk/about>

Design a campaign for change:

- Imagine that you are a campaign manager. You will need to devise a 'Campaign for Change.'

Please choose one of these:

- 'Banning Dangerous Dogs' **or**
- 'Drink/Drug driving – driving whilst under the influence of alcohol or drugs.'

Campaign creation:

- You will then create a campaign and you will describe the process and complete a written justification for all aspects of your campaign using the following headings:
- **Aim** – write a couple of paragraphs explaining the rationale underpinning your campaign /data for the issue.
- **Method** – including a realistic **timeline** and predicted **costs** (and how the campaign will fund these costs.)
- **Annotation** explaining your choices for the campaign by drawing arrows to words or phrases or images and explaining why..
- To write a **justification section (of 2-3 paragraphs) explaining your choices behind all aspects of the campaign and the topic selected.**