

Criminology – Essential Preparatory Summer Work

Welcome to Applied Criminology!

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

Overview of the course:

This is a two-year course. Units 1 and 2 completed in the first year comprise an 8-hour Controlled Assessment plus a formal examination. This is replicated in Year 2 with Units 3 and 4. You must **complete and pass ALL units** to gain the Diploma. The overall grades will be recorded on a scale A*-E.

Unit 1: Changing Awareness of Crime (Controlled Assessment)

Unit 2: Criminological Theories (Exam)

Unit 3: Crime Scene to Courtroom (Controlled Assessment)

Unit 4: Crime and Punishment (Exam)

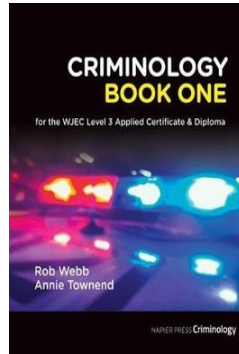
Look at the specification for more detail about these topics. You can find this at: <https://www.wjec.co.uk/media/21xjkr24/applied-diploma-in-criminology-specification-from-2015.pdf>

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

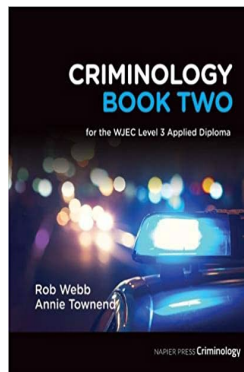
Expectations of the course:

- Lessons consist of taking notes, group discussions, watching relevant DVDs/documentaries, group work and PowerPoint presentations.
- Homework consists of note making, wider reading, research, past exam questions, power points and essays. It is expected that about 5 hours a week will be spent on Criminology homework.

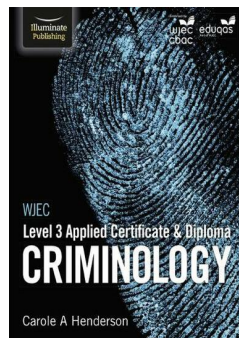
Textbooks that are used



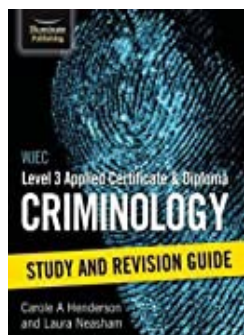
by Rob Webb
published by Napier Press



by Rob Webb
published by Napier Press



by Carole Henderson
Published by Illuminate



by Carole Henderson
Published by Illuminate

Task 1: Research the following crimes and make a note of the definition, typical offender, typical victim and example/case study

Different types of crime

a) Technological crime

Definition.....

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Typical Offender

Typical Victim

Example:

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b) Domestic violence

Definition.....

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Typical Offender

Typical Victim

Example:

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c) White collar crime

Definition.....

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Typical Offender

Typical Victim

Example:

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d) Hate Crime

Definition.....

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Typical Offender

Typical Victim

Example:

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e) Moral crime

Definition.....

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Typical Offender

Typical Victim

Example:

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f) Honour crime

Definition.....

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Typical Offender

Typical Victim

Example:

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g) State crime

Definition.....

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Typical Offender

Typical Victim

Example:

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Task 2

Read the following article on the age of responsibility -

<https://www.bbc.co.uk/news/newsbeat-50763713> BBC News Responsible Child:

Can a 10-year-old be a cold-blooded murderer?

(by Serena Kutchinsky)

Choose a side - give your argument as to why this age is appropriate or inappropriate for criminal responsibility. Use the article to help.

Research other children who have killed and try to add this research into your argument to validate it, as well as the points made in the article. Remember if you make a statement, you need to back up what you are saying with evidence you have gathered for it for example,

“By setting the age of criminal responsibility at 10, it allows flexibility in the addressing of offending behaviour by children, whilst allowing early intervention to help prevent further offending.”

Task 3: watch the following documentary and answer the questions below

Part 1: <https://www.youtube.com/watch?v=1HPjiYkyh04> (15 minutes)

Part 2: <https://www.youtube.com/watch?v=wH5S6PT5bZc> (15 minutes)

1. What crimes are committed under the blanket of honour crime?



2. What types of behaviour is seen to be 'dishonourable'?

3. Why are women more likely to be a victim of this crime?

4. What are the current statistics on honour crime?

5. What common features do most 'honour' murders have?

6. What happened in the case of Laura Wilson?

7. What were the findings of the opinion polls conducted with the young Asian community?

8. Why is it important to challenge forced marriage?

Task 4



Do you believe in the death penalty?

Give your top 5 arguments for why we should have/shouldn't have the death penalty, depending on what you believe.

You need to give valid, reasoned arguments.

You can use real cases to support what you are saying.

Try to think as a criminologist and don't just rely on your personalised feelings e.g. do not say it is wrong because... "I don't believe in it". Instead, look at religious arguments, acts of miscarriages of justice, crimes committed by those released from prison as a repeat offender etc.

Be passionate in your argument but find evidence to back up what you are saying- use statistics, theory, quotes, cases etc.

Task 5

Can you spot a killer from an innocent person? Are their certain characteristics that are genetic that means you will become a criminal? Are some people born evil? Lombroso was a theorist who helped found modern day psychological profiling and he believed your facial features gave crucial clues as to whether you were born to be a criminal.

Or is it down to how we are nurtured? Are criminals created as a result of the environment they grow up in? Bandura believed we learned our criminal behaviour through peer and family observation. Much like a child learns from watching those around them.

Look at the images below and see if you recognise any of them. Can you find out who they all are and what they did?



Task 6: research the following campaigns...

Find out what the **original crime** was that sparked the campaign; what the **aim** of the campaign was; what **methods** were used (eg. TV interviews, advertising, wristbands, petitions, T-shirts etc) and whether the campaign was **successful**.

Bonus: who led the campaign e.g. victim, family member or others and identify if they had any celebrity support

- Sarah's Law



- Clare's Law

- Stephan Lawrence campaign



- Double Jeopardy campaign

- Anti-smoking campaigns

- Abortion campaigns

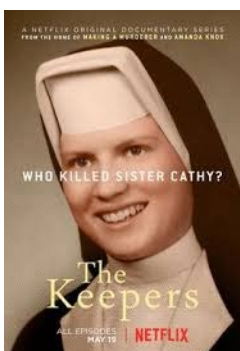
- Brexit

- Lillian's law

Task 7 (minimum of 2 must be watched/read or listened to be discussed below)

Familiarise yourself with the world of true crime investigation. There is a channel dedicated to this on Sky if you have it called Sky Crime. Netflix has lots of true crime documentaries, Amazon has books and films as well as documentaries available to view online. You can use YouTube, search for videos online and use iPlayer to catch previously aired programmes. Try to immerse yourself in the study of crime and listen, read and watch as much as possible. Watch one of the following and be prepared to feed back to class when you start the course...

- The acclaimed Netflix programme- 'Making a Murderer'
- 'Tiger King' -documentary series on Netflix
- The documentary on Amanda Knox on Netflix or link for you tube <https://youtu.be/LQFNbu4BMWl> or Netflix/Amazon
- <https://www.youtube.com/watch?v=JGT2pwNO0yk> Inside Death Row with Trevor McDonald (if the links don't work use an alternative copy to watch)
- The Keepers series on Netflix (this is about sexual abuse and a murder)
- Rodney King- on Netflix (the case related to the riots in the US)
- American Murder: the family nextdoor (Netflix documentary about Chris Watts and the murder of his wife and daughters)
- Trial by Media (Netflix- looks at 6 crimes and their coverage by the media)



- An hour to catch a killer (youtube documentary about the stalker victim Alice Ruggles)
<https://www.youtube.com/watch?v=ex4Jr8Vx7SI>
- Goodfellas (film based on the Italian mafia)
- Mindhunter (Netflix) - series based on the true story of how psychological profiling began in the FBI
- Deepwater Horizon (movie based on the oil rig disaster with Mark Wahlberg)



What did you watch and how do you think it links to criminology?

Task 8: Key Words

Find out what the following key words mean.

<u>Key Term</u>	<u>Definition</u>
Criminology	
Crime Social Definition Legal Definition	
Deviance	
Genocide	
Nature/Nurture	
Decriminalisation	
Moral Panic	
Norms	
Civil Liberties	
Statute	
Miscarriage of justice	

