

**Intent:**

- To have uncompromising aspirations for every individual and for our school to be an exceptional and inspirational community of lifelong learners.
- To ensure all students have the knowledge to critically engage with the criminal justice system and its impact on society.

**Purpose:**

- Criminology deals with the structure and functioning of the criminal justice system, the nature of crime/deviant behaviour, the relationship between agencies of social control and society, and the nature of change on the criminal justice system.
- Students will study the nature of criminological theories and the methods used by criminologists to understand and explain criminal behaviour and make conclusions on the impact of class, gender, age and ethnicity on the criminal justice system.
- Through creative teaching in a positive atmosphere, the Criminology department will provide students with an increased understanding of the criminal justice system and a heightened curiosity about how individuals, groups, communities and whole societies interact with the criminal justice system and agencies of social control.

Unit title and description	Year 12		Year 13	
	Unit I	Unit II	Unit III	Law Making
Substantive Knowledge	<ul style="list-style-type: none"> <li>Explain, with examples, the distinction between crime and deviance.</li> <li>Describe crimes that are underreported and/or under recorded: white collar crime, moral crime (vagrancy, drug use, prostitution, euthanasia), state crime (genocide, human rights violations), hate crime and cyber-crime</li> <li>Identify reasons that individuals choose not to report crime</li> <li>Explain the impact of crime not being reported (ripple effect, changing police priorities, changing government policies, decriminalisation, validity of crime statistics.</li> <li>Describe how crime is represented in the media: newspapers, film/tv, music, video games and social media</li> <li>With the use of case studies, explain how the media representation of crime can affect public perceptions of crime (folk devils, moral panics, moral entrepreneurs, deviancy amplification, labelling/stereotyping)</li> <li>Describe the recording of crime using Home Office Statistics</li> <li>Describe the recording of crime using the Crime Survey for England and Wales (CSEW)</li> <li>Identify the strengths and weaknesses of using different sources of crime statistic to record information about crime.</li> <li>Describe, with examples, the campaigns that have been used to raise awareness about crimes that are underreported/under recorded</li> <li>Describe the media, methods, messages and techniques used by campaigns to raise awareness about crimes that are underreported or under recorded.</li> <li>Compare different campaigns for change, identifying why some groups were more successful in meeting their aims.</li> <li>Explain the media used by different campaigns for change</li> <li>Evaluate the impact of different media in the success of campaigns for change.</li> <li>Prepare, plan and deliver a campaign to raise awareness about underreported and/or under recorded crime.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the terms norms and values</li> <li>Explain the difference between norms and values</li> <li>Describe the term deviance and give examples of deviant behaviour</li> <li>Explain the formal and informal sanctions against deviance</li> <li>Describe criminal behaviour</li> <li>Explain the difference between criminal behaviour and deviant behaviour</li> <li>Explain the formal sanctions against criminal behaviour</li> <li>Identify acts that are both criminal and deviant</li> <li>Identify reasons why crime is socially constructed</li> <li>Explain, with examples, how laws change from culture to culture</li> <li>Explain, with examples, how laws change over time</li> <li>Identify situations where laws are applied different according to the circumstances in which actions occur</li> <li>Identify biological theories of criminality: physiological theories, genetic theories, brain injuries and disorders, biochemical explanations</li> <li>Explain the key biological theories of criminality: Sheldon, Lombroso,</li> <li>Explain the key genetic theories of criminality: Osborn and West, Christiansen, Mednick <i>et al</i>, Jacob</li> <li>Explain the key brain injury and disorders that are identified as causes of criminality</li> <li>Explain biochemical explanations of criminality: sex hormones, blood sugar levels, substance abuse</li> <li>Identify individualistic theories of criminality: psychodynamic theories, personality theories, learning theories cognitive theories of crime</li> <li>Explain the key psychodynamic theories of criminality: psychoanalysis, maternal deprivation</li> <li>Explain Eysenck's personality theory as a cause of criminality</li> <li>Explain learning theories of criminality: Sutherland, Operant Learning Theory, Social Learning Theory</li> <li>Explain Cognitive theories of crime: criminal personality theory, moral development theory,</li> <li>Identify sociological theories of criminality: functionalism, strain theory, status frustration, subcultural theories, interactionism. Marxism, realism</li> <li>Explain functionalist theories of criminality</li> <li>Explain interactionist theories of criminality</li> <li>Explain subcultural theories of criminality</li> <li>Explain Marxist theories of criminality</li> <li>Explain realist theories of criminality (left and right realism)</li> <li>Apply biological theories of criminality to situations/scenarios</li> <li>Apply individualistic theories of criminality to situations/scenarios</li> <li>Apply sociological theories of criminality to situations/scenarios</li> <li>Evaluate the effectiveness of biological theories of criminality</li> <li>Evaluate the effectiveness of individualistic theories of criminality</li> <li>Evaluate the effectiveness of sociological theories of criminality</li> <li>Explain how criminological theories have led to policy developments</li> </ul>	<ul style="list-style-type: none"> <li>Describe the personnel involved in the criminal investigative process: from crime scene to courtroom.</li> <li>Explain the role of the personnel involved the criminal investigation process: from crime scene to court room.</li> <li>Describe the techniques used to investigate crime (forensics, databases, profiling, surveillance, eye witness testimony)</li> <li>Evaluate the effectiveness of techniques used to investigate crime</li> <li>Explain how physical evidence is processed (DNA, blood, finger prints, bite marks, semen, hairs)</li> <li>Explain how testimonial evidence is processed</li> <li>Describe the rights of individuals involved in the criminal investigation process from arrest to prosecution</li> <li>Explain the rights of witnesses and victims in the criminal process.</li> <li>Describe the work of the CPS</li> <li>Explain the codes that are used by the CPS to determine whether to prosecute offenders</li> <li>Describe the trial process from preliminary hearing to appeal (including all courts involved)</li> <li>Explain the rules in relation to the use of evidence in criminal trials (admissibility, relevance, hearsay, bad character).</li> <li>Explain the rules on disclosure in criminal trials</li> <li>Describe the main types of expert testimony in criminal cases</li> <li>Explain factors affecting expert testimony in criminal cases</li> <li>Describe the factors that can affect the outcome of criminal cases</li> <li>Explain the work of lay people in the criminal process – magistrates and juries</li> <li>Evaluate the effectiveness of using juries and magistrates in criminal trials</li> <li>Describe the factors that can affect the validity of information in criminal cases</li> <li>Draw conclusions from information presented in criminal cases</li> </ul>	<ul style="list-style-type: none"> <li>Describe the law making process in Parliament (Green Paper, White Paper, First Reading, Second Reading, Committee Stage, Report Stage, Third Reading, House of Lords, Royal Assent)</li> <li>Describe the judicial processes of law making (judicial precedent, distinguishing and overruling)</li> <li>Explain, with examples, the three rules of statutory interpretation used by judges: literal, golden and mischief rules</li> <li>Describe the organisation of the criminal justice system: law enforcement/administration, law enforcement, the courts and punishment.</li> <li>Explain the role of the police</li> <li>Explain the role of the Crown Prosecution Service</li> <li>Explain the role of HM Courts and Tribunals Service</li> <li>Explain the role of HM Prisons and Probation Service</li> <li>Explain the relationships between justice agencies</li> <li>Identify two models of criminal justice: crime control and due process model</li> <li>Describe the main features of the crime control model</li> <li>Describe the main features of the due process model</li> <li>Link the models of criminal justice to criminological theories</li> <li>Apply the two models of crime control to the UK justice system</li> <li>Use examples to illustrate the operation of the crime control and due process models</li> <li>Explain, using case studies, key miscarriages of justice in the UK</li> <li>Define the term 'social control' and identify two main forms of social control: internal and external</li> <li>Describe key forms of internal social control: moral conscience and super-ego, tradition and culture, internationalisation of social rules</li> <li>Describe key external forms of social control: agencies of social control, the criminal justice system coercion, fear of punishment</li> <li>Explain the key features of Hirschi's control theory to explain why most people obey the law</li> <li>Identify the main aims of punishment: retribution, rehabilitation, deterrence, public protection, reparation</li> <li>Evaluate the main aims of punishment, using examples and case studies where appropriate</li> <li>Describe retribution as an aim of punishment</li> <li>Link retribution to criminological theory</li> <li>Describe rehabilitation as an aim of punishment</li> <li>Link rehabilitation to criminological theory</li> <li>Describe deterrence as an aim of punishment</li> <li>Link deterrence to criminological theory</li> <li>Describe public protection as an aim of punishment</li> <li>Link public policy to criminological theory</li> <li>Describe reparation as an aim of sentencing</li> <li>Link reparation to criminological theory</li> <li>Identify the main aims of sentencing as set out by the Criminal Justice Act 2003 - retribution, rehabilitation, crime reduction, protection of the public, reparation</li> <li>Explain the types of prison sentence that are given to offenders: life sentences, indeterminate sentences, determinate sentences, suspended sentences</li> <li>Evaluate whether imprisonment meets the aims of punishment as set out in the Criminal Justice Act 2003</li> <li>Explain the community sentences that are given to offenders</li> <li>Evaluate whether community sentences are effective and meet the aims of punishment</li> <li>Explain the role of fines in that are given to offenders</li> </ul>

		<ul style="list-style-type: none"> <li>•Evaluate the effectiveness of using criminological theories to formulate policy developments</li> <li>•Explain, using examples, how social changes affect policy development</li> <li>•Identify, with examples, how campaigns affect policy making – newspaper campaigns, individual campaigns, pressure group campaigns,</li> </ul>		<ul style="list-style-type: none"> <li>•Evaluate whether the use of fines are effective and meet the aims of punishment</li> <li>•Describe the two types of discharge that the courts can give to offenders: conditional discharge and absolute discharge</li> <li>•Evaluate whether discharges meet the aims of punishment</li> <li>•Explain the role of agencies in social control: the police, the Crown Prosecution Service, the judiciary , prisons, the National Probation Service, charities and pressure groups</li> <li>•Explain the philosophy of agencies in social control: the police, the Crown Prosecution Service, the judiciary , prisons, the National Probation Service, charities and pressure groups</li> <li>•Explain the aims and objectives of agencies in social control: the police, the Crown Prosecution Service, the judiciary , prisons, the National Probation Service, charities and pressure groups</li> <li>•Explain the funding sources of agencies in social control: the police, the Crown Prosecution Service, the judiciary , prisons, the National Probation Service, charities and pressure groups</li> <li>•Explain the working practices of agencies in social control: the police, the Crown Prosecution Service, the judiciary , prisons, the National Probation Service, charities and pressure groups</li> <li>•Describe how environmental design is used as a way to affect crime levels: defensible space, Environmental Crime Design (CPTED), the Panopticon</li> <li>•Evaluate crime prevention through environmental design</li> <li>•Describe how behavioural tactics are used to control crime: ASBOs, Criminal Behaviour Orders, Token Economies</li> <li>•Evaluate crime prevention through behavioural tactics</li> <li>•Describe how institutions of the criminal justice system have tactics for enforcing norms and standards of behaviour</li> <li>•Identify the ‘gaps’ in state provision for controlling crime: finance, budget cuts, new technology, unreported crime, existing laws</li> <li>•Identify the limits of agencies in achieving social control: recidivism rates, rising prison population, human rights abuses, access to resources and support in prison/the community, financial concerns, local/national policies, moral objections/imperatives to criminalising certain forms of behaviour</li> <li>•Evaluate the effectiveness of agencies in achieving social control: the police, the Crown Prosecution Service, the judiciary, prisons, probation service, charities and pressure groups.</li> </ul>
Disciplinary Knowledge	<p><b>Crime:</b> the concept of crime, its definitions and application in different spheres of public and private life underpin the syllabus content. Crime is looked at in Unit 1 – in respect of how crime is recorded, the underreporting of crime and the impact on individuals/groups in raising awareness of crime, in Unit 2 – in respect of different theories to explain crime, in Unit 3 – how crime is investigated and in Unit 4 – how crime is punished by the different agencies of social control.</p>		<p><b>Punishment:</b> the concept of punishment is looked at throughout the course, but notably in Unit 3 and Unit 4. In Units 1 and 2, students examine the punishments that have been awarded for different crimes and the criminological theories underpinning the utilisation of these punishments and/or campaigns to change the use of these punishments. In Unit 3 students look at the role of the police and Crown Prosecution Service in arresting and prosecuting offenders. In Unit 4, the types of punishment are examined, formal and informal, with an analysis of their aims/roles, strengths and weaknesses.</p>	
	<p><b>Deviance:</b> the concept of deviance is considered throughout the course, particularly in respect of the distinction drawn between criminal and deviant behaviour. In Unit 2 students consider the different between crime and deviance, the reasons why some behaviour is labelled as deviant and how socio-economic changes have affected definitions of deviance. In Unit 1 students consider the role of the media in amplifying deviance and creating moral panics. In Unit 4 students consider the role of formal and informal sanctions in regulating deviance and deviant behaviour.</p>	<p><b>Deterrence:</b> Deterrence is considered/examined as part of the wider question of the role, nature and purpose of the criminal justice system. In Unit 1, students examine whether the criminal law is an effective deterrent against certain forms of behaviour, particularly as many crimes are either under-reported or not recorded at all. In Unit 2, deterrence is considered as part of Criminological theories – if crime is genetic/innate can the criminal justice system ever act as a significant deterrent? In Unit 3, the role of the CPS/Police are looked at, with questions considered in respect of factors affecting the trial processes and the use of sentencing. Finally, in Unit 4, the role of the agencies of criminal justice are examined more thoroughly – students consider the aims of prison, the probation service and whether these are effective in deterring crime.</p>		
Procedural Knowledge	<ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of criminological principles and theory</li> <li>2. Apply knowledge and understanding of criminological principles and theory</li> <li>3. Evaluate criminological principles and theory</li> </ol>			
	<p>How to structure the coursework and create a campaign for change that incorporates elements from existing campaigns. Students will learn how to develop an effective campaign that is appropriate in style, content, aims and purpose. Materials to support the campaign will be developed and created to further the purpose.</p> <p>Students will be learn how to write a detailed case study of the impact of media on perceptions and attitudes towards crime. The case study will incorporate relevant examples and key terminology.</p>	<p>Students will develop AO1/AO2 skills in applying criminological principles and theories to answer short answer questions in the exam unit.</p> <p>Students will learn to how answer exam questions under timed conditions with practice assessment papers.</p>	<p>Students will be continue to develop their skills in structuring coursework responses – this time with a focus on writing an extended piece on the crime scene and criminal investigation process. Students will apply knowledge from Unit 1 to write a detailed case study on miscarriages of justice and the extent to which the criminal justice system is fit for purpose.</p>	<p>Students will develop AO1/AO2 skills in applying criminological principles and theories to answer short answer questions in the exam unit.</p> <p>Students should be using flipped learning booklets and recalling information from the syllabus to answer these questions.</p>
Sequencing – why is this taught and why now?	<p>The content of Unit 1 underpins the remainder of the course and there are a lot of synoptic links that can be made between this content and the other units. For example, the role of the media and the impact of campaigns in legal reform is something that is addressed again in Units 2 and 4.</p>	<p>The content of Unit 2 introduces students to the main criminological theories. The unit introduces these and outlines the explanations these theories offer for why crime occurs and the strengths/weaknesses of these theories. Students are also taught in this unit to develop a criminological imagination, which is necessary for Units 3 and 4.</p>	<p>This Unit introduces aspects of the Criminal Justice system that are considered in more detail in Unit 4 – notably, the role of the Crown Prosecution Service, the rules governing the admissibility of evidence and the English Legal system. The content in Unit 3 also builds on material in Unit 1 and 2, notably, the role of campaigning groups and the factors that affect the validity of verdicts in criminal trials.</p>	<p>This Unit is almost entirely synoptic. Students will consider the role of the agencies of the Criminal Justice system, but will apply criminological theories examined in Unit 2 to justify the ways in which these agencies operate. Similarly, this unit also considers the extent to which the law making process and policies can be influenced by external factors, building on prior learning about the role of campaign groups, social change and criminological theories.</p>
	<p>The content here also lays the foundations for students to succeed in Criminology – they are introduced to the main types of crime, the key features of crime, how crime is reported and the agencies that are involved in the Criminal Justice System.</p> <p>This unit also has to be taught first as the skills needed for the coursework are also required for the second piece of coursework that comprises Unit 3.</p>	<p>The content in this Unit is looked again in Unit 4 - particularly with respect to how criminological theories can be applied to policies governing the operation of the Criminal Justice System.</p> <p>This until also has to be taught here as the skills needed for success in the examined component of this unit are also required for Unit 4.</p>		<p>By the end of this unit, students should be able to apply any area of the Criminology specification to answer assessment questions. Due to the broad range of questions that could be asked in the assessments for this unit, it makes sense to place this unit last in the teaching order.</p>

Assessment	<p>This unit is coursework based and is worth 25% of the overall diploma. The assessment is a final 8 hour piece, comprising two sections – Section A, short-questions based on a stimulus and Section B, a campaign for change. The assessment is conducted under exam conditions but marked internally.</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the controlled assessment rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 1. These are marked and the feedback is used to support learning.</p>	<p>This unit is assessed by a 1.5 hour examination, which is broken into three sections. Each section contains a number of short, structured questions ranging from 1 mark to 9 marks. These questions are usually clustered around a general question theme (e.g. biological theories of criminology) and students are awarded differing number of marks for answering questions about this theme. Generally, the lower mark tariff questions are more factual recall (AO1) and the higher mark tariff questions are more evaluative and synoptic (AO2/AO3).</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the examined rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 2. These are marked and the feedback is used to support learning.</p>	<p>This unit is coursework based and is worth 25% of the overall diploma. The assessment is a final 8 hour piece, comprising a series of short answer questions with the use of a stimulus. The assessment is conducted under exam conditions but marked internally.</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the controlled assessment rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 3. These are marked and the feedback is used to support learning.</p>	<p>This unit is assessed by a 1.5 hour examination, which is broken into three sections. Each section contains a number of short, structured questions ranging from 1 mark to 9 marks. These questions are usually clustered around a general question theme (e.g. biological theories of criminology) and students are awarded differing number of marks for answering questions about this theme. Generally, the lower mark tariff questions are more factual recall (AO1) and the higher mark tariff questions are more evaluative and synoptic (AO2/AO3).</p> <p>To support with assessment, students will complete example questions based on the content that they have learned in class. This will give them confidence in answering questions and applying knowledge to answer the examined rubric. Each booklet also has a model question that is attempted at the end of each section of Unit 2. These are marked and the feedback is used to support learning.</p>
Independent Learning (Stretch and Challenge)	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Criminology</i> by Tim Newburn. This outlines key principles and ideas discussed in the course in more depth and allows students to access a wider range of academic debates and criticisms.</p> <p>They are also able to read additional Criminology topics that are not covered on the syllabus but may be of interest (sexual offences, government policies on crime).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society and the depiction of crime in the Media in Thursday Paper Review.</p> <p>Students are also encouraged to make use of the Library and any additional resources that are recommended by subject staff for wider reading.</p> <p>Subject officials to present a monthly criminology update to students.</p>	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Criminology</i> by Tim Newburn. This outlines key principles and ideas discussed in the course in more depth and allows students to access a wider range of academic debates and criticisms.</p> <p>They are also able to read additional Criminology topics that are not covered on the syllabus but may be of interest (sexual offences, government policies on crime).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society and the depiction of crime in the Media in Thursday Paper Review.</p> <p>Subject officials to present a monthly criminology update to students.</p> <p>Students are also encouraged to make use of the Library and any additional resources that are recommended by subject staff for wider reading.</p>	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Criminology</i> by Tim Newburn. This outlines key principles and ideas discussed in the course in more depth and allows students to access a wider range of academic debates and criticisms.</p> <p>They are also able to read additional Criminology topics that are not covered on the syllabus but may be of interest (sexual offences, government policies on crime).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society and the depiction of crime in the Media in Thursday Paper Review.</p> <p>Subject officials to present a monthly criminology update to students.</p> <p>Students are also encouraged to make use of the Library and any additional resources that are recommended by subject staff for wider reading.</p>	<p>Students are provided with additional reading from the leading undergraduate textbook: <i>Criminology</i> by Tim Newburn. This outlines key principles and ideas discussed in the course in more depth and allows students to access a wider range of academic debates and criticisms.</p> <p>They are also able to read additional Criminology topics that are not covered on the syllabus but may be of interest (sexual offences, government policies on crime).</p> <p>Students are also able to participate in the weekly debate club to develop argument skills and to consider the wider impact of the law on society and the depiction of crime in the Media in Thursday Paper Review.</p> <p>Subject officials to present a monthly criminology update to students.</p> <p>Students are also encouraged to make use of the Library and any additional resources that are recommended by subject staff for wider reading.</p>
Retrieval	<ul style="list-style-type: none"> <li>• Due to the synoptic nature of the Criminology syllabus, students need to be able to retrieve information from different areas of the syllabus. As such, there is a key focus on knowledge retrieval in Criminology.</li> <li>• At the start of most lessons is a knowledge retrieval exercise (particularly with Criminological Theory topic), which is either based on a 'brain dump', true or false exercise or the application of content from a previous lesson to a new set of given facts. This approach ensures familiarity with the syllabus content and allows students to gain confidence in applying criminological theories and content.</li> <li>• Assessments will also promote retrieval – in-class scenario questions will be based upon different areas of the specification, which must be applied to fully answer the requirements of the question. The same approach will be adopted in respect of formal assessments/mock exams.</li> <li>• We will also use the online learning platform to set additional retrieval quizzes/tasks that are to be completed outside of lessons, which will help with knowledge recall.</li> <li>• Flipped learning will be used – students will be expected to allocate time in study periods to work on an exercise/research task before a certain lesson. Tasks in this lesson will be structured to retrieve the knowledge/information from the flipped learning exercise.</li> </ul>			
British Values	<p>Taught throughout the course:</p> <ul style="list-style-type: none"> <li>• An understanding of how democracy and the law works in Britain, in contrast to other forms of government in other countries – Throughout the course, but notably Unit 4</li> <li>• An understanding of how citizens can influence decision-making through the democratic process – throughout the course, but notably Unit 1</li> <li>• An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety</li> <li>• An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence</li> <li>• An understanding that the freedom to choose and hold other faiths and beliefs is protected in law</li> </ul>			
Careers	<p>We examine the careers available in the legal profession and the different ways in which students can enter the legal profession after Sixth Form – this include the LLB (Law) Degree, Legal Apprenticeships, Paralegals and general work in Law Firms</p> <p>We look at potential careers with Citizen’s Advice Bureaux/charities/trades unions and the police (with Law)</p> <p>We will provide mooting opportunities through enrichment, enabling students to develop skills in formulating arguments and presentation</p>			
Cross Curricular Links	<p><b>Politics:</b> Law-making in Parliament, the influences on the law making process, the role of Parliament in British Society, Parliamentary Sovereignty, the independence of the judiciary, the impact of judicial review, the role of the EU and post-Brexit landscape, the ways that citizens can participate in the law-making process through election, the rule of law and justice</p> <p><b>Sociology:</b> The relationship between law and society, the ways in which law is applied to different socio-economic groups, the extent to which the law making process is fair on key socio-economic groups, the extent to which there is sufficient diversity within the law, the role of the British Empire on the development of the common law system, the use of laws (such as Criminal Laws on theft and robbery) to entrench inequality and protect elites, Marxist theories of distributive justice, the distinction between crime and deviance, labelling of different socio-economic groups</p> <p><b>Philosophy:</b> The philosophical underpinnings for the criminal law and its operation in society, questions of law and moral, questions of law and justice</p> <p><b>Law:</b> The development of laws in Parliament, the operation of the criminal court system and the roles of juries/magistrates, the realist approach to law making, the aims of sentencing/punishment, the interaction of the criminal justice system with key socio-economic groups, the impact of laws on society and social cohesion, the influences on the law making process</p> <p><b>Media Studies:</b> The representation of certain groups in the media and the impact of this on formulating stereotypes that are applied by legal personnel and others in the law-making process, the role of the media in creating moral panics that influence the formation and application of the law, the portrayal of the law in the media and the use of selective news reporting/news values to influence the law making process</p> <p><b>Science:</b> The extent to which the criminal law is able to keep pace with scientific and technological developments</p> <p><b>Art/Drama:</b> The extent to which the law affects creativity and freedom of expression – particularly through criminalising graffiti, the condemnation of exhibits that offend public morals, censorship, libel/slander</p> <p><b>Psychology:</b> The work of criminological profiling and the development of criminal psychology in explaining the causes of criminal and deviant behaviour</p> <p><b>Music:</b> The extent to which grime/rap music is seen as a ‘criminal genre’ and lyrics have been applied to criminalise certain forms of behaviour</p> <p><b>English Literature:</b> The representation of crime in popular fiction and the extent to which this bears any resemblance to reality</p>			