

APPLIED



# WJEC Level 3 Applied Certificate in CRIMINOLOGY

REGULATED BY OFQUAL AND CCEA REGULATION  
DESIGNATED BY QUALIFICATIONS WALES

## SPECIFICATION

Teaching from 2015  
For award from 2017

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- For **Unit 2: Criminological Theories**, the assessment criteria (AC) will be covered within the mark allocation as follows:

#### Assessment Grid

Learning outcomes	Assessment criteria	Marks	%
LO1	AC1.1 Compare criminal behaviour and deviance	11-19	15-25%
	AC1.2 Explain the social construction of criminality		
LO2	AC2.1 Describe biological theories of criminality	11-19	15-25%
	AC2.2 Describe individualistic theories of criminality		
	AC2.3 Describe sociological theories of criminality		
LO3	AC3.1 Analyse situations of criminality	19-26	25-35%
	AC3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality		
LO4	AC4.1 Assess the use of criminological theories in informing policy development	19-26	25-35%
	AC4.2 Explain how social changes affect policy development		
	AC4.3 Discuss how campaigns affect policy making		
<b>TOTAL</b>		<b>75</b>	<b>100%</b>

## 5.1 Unit 1: Changing Awareness of Crime

**WJEC unit entry code** [English Medium - 454 3U1]  
[Welsh Medium - 454 3N1]

**Guided learning hours** 90

### **Aim and purpose**

The purpose of this unit is for learners to plan campaigns for change relating to crime.

### **Unit introduction**

Not all types of crime are alike. What different types of crime take place in our society? What kinds of crime exist about which we know very little, or which are simply not reported to the police and the media? How do we explain people's reluctance to come forward about crimes of which they have been the victim? Some crimes which seem inoffensive, such as counterfeiting of designer goods, have actually been linked to the funding of more serious crime such as terrorism and people trafficking; so why do people turn a 'blind eye' to these 'mild' crimes? What methods have governments and other agencies used to raise social awareness of these crimes?

Many people learn about the fear and fascination of crime from the media, but is the media a reliable source of information? To what extent are we misled by our tastes in programmes and newspapers about crime? Who decides what behaviours should be against the law? Who gathers information about crime? Can this information be trusted? Can we trust our own instincts?

Humans tend to judge other's behaviour by a variety of moral principles, not all of which are consistent or based on accurate information. We gain our ideas of morality from a variety of sources and one of the most important is the mass media. Police gather information about crime; but the data can be inaccurate. Criminologists have developed procedures to learn about crime, but these too have their limitations.

Knowing about the wide range of different crimes and the reasons people have for not reporting such crimes will provide an understanding of the complexity of behaviours and the social implications of such crimes and criminality. At the end of this unit, you will have gained skills to differentiate between myth and reality when it comes to crime and to recognise that common representations may be misleading and inaccurate. You will have gained the skills to understand the importance of changing public perceptions of crime. You will be able to use and assess a variety of methods used by agencies to raise awareness of crime so that it can be tackled effectively. You will have gained the skills to plan a campaign for change in relation to crime; for example to raise awareness, change attitudes or change reporting behaviour.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand how crime reporting affects the public perception of criminality	<b>AC1.1</b> Analyse different <b>types of crime</b>	<b>Types of crime</b> <ul style="list-style-type: none"> <li>• white collar               <ul style="list-style-type: none"> <li>○ organised</li> <li>○ corporate</li> <li>○ professional</li> </ul> </li> <li>• moral</li> <li>• state               <ul style="list-style-type: none"> <li>○ human rights</li> </ul> </li> <li>• technological               <ul style="list-style-type: none"> <li>○ e-crime</li> </ul> </li> <li>• individual               <ul style="list-style-type: none"> <li>○ hate crime</li> <li>○ honour crime</li> <li>○ domestic abuse</li> </ul> </li> </ul>	Learners should have knowledge of specific examples of different types of crime and be able to analyse them by: <ul style="list-style-type: none"> <li>• criminal offences</li> <li>• types of victim</li> <li>• types of offender</li> <li>• level of public awareness</li> </ul> Learners should know that these acts may be deviant and/or criminal.
	<b>AC1.2</b> Explain the <b>reasons</b> that certain crimes are unreported	<b>Reasons</b> <ul style="list-style-type: none"> <li>• personal, e.g.               <ul style="list-style-type: none"> <li>○ fear</li> <li>○ shame</li> <li>○ disinterest</li> <li>○ not affected</li> </ul> </li> <li>• social and cultural, e.g.               <ul style="list-style-type: none"> <li>○ lack of knowledge</li> <li>○ complexity</li> <li>○ lack of media interest</li> <li>○ lack of current public concern</li> <li>○ culture bound crime (e.g. honour killing, witchcraft)</li> </ul> </li> </ul>	Learners should have an understanding of the reasons why certain crimes are not reported to the police. Learners should consider crimes such as: <ul style="list-style-type: none"> <li>• common assault</li> <li>• domestic abuse</li> <li>• vandalism</li> <li>• rape</li> <li>• perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)</li> </ul>
	<b>AC1.3</b> Explain the <b>consequences</b> of unreported crime	<b>Consequences</b> <ul style="list-style-type: none"> <li>• ripple effect</li> <li>• cultural</li> <li>• decriminalisation</li> <li>• police prioritisation</li> <li>• unrecorded crime</li> <li>• cultural change</li> <li>• legal change</li> <li>• procedural change</li> </ul>	Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
	<b>AC1.4</b> Describe <b>media</b> representation of crime	<b>Media</b> <ul style="list-style-type: none"> <li>• newspaper</li> <li>• television</li> <li>• film</li> <li>• electronic gaming</li> <li>• social media (blogs, social networking)</li> <li>• music</li> </ul>	Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.
	<b>AC1.5</b> Explain the <b>impact</b> of media representations on the public perception of crime	<b>Impact</b> <ul style="list-style-type: none"> <li>• moral panic</li> <li>• changing public concerns and attitudes</li> <li>• perceptions of crime trends</li> <li>• stereotyping of criminals</li> <li>• levels of response to crime and types of punishment</li> <li>• changing priorities and emphasis</li> </ul>	Learners should be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.
	<b>AC1.6</b> Evaluate methods of collecting <b>statistics about crime</b>	<b>Evaluation criteria</b> <ul style="list-style-type: none"> <li>• reliability</li> <li>• validity</li> <li>• ethics of research</li> <li>• strengths and limitations</li> <li>• purpose of research</li> </ul> <b>Information about crime</b> <ul style="list-style-type: none"> <li>• Home Office statistics</li> <li>• crime survey for England and Wales</li> </ul>	Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Understand how campaigns are used to elicit change	<b>AC2.1</b> Compare <b>campaigns for change</b>	<b>Campaigns for change, e.g.</b> <ul style="list-style-type: none"> <li>• change in policy</li> <li>• change in law</li> <li>• change in priorities of agencies</li> <li>• change in funding</li> <li>• change in awareness</li> <li>• change in attitude</li> </ul>	Learners should be aware that campaigns for change may have different purposes. Learners should compare examples of campaigns for change and examine their effectiveness in achieving their objectives. Campaigns could include, for example, classification of drugs, euthanasia, abortion, smoking, etc.
	<b>AC2.2</b> Evaluate the effectiveness of <b>media</b> used in campaigns for change	<b>Media</b> <ul style="list-style-type: none"> <li>• blogs</li> <li>• viral messaging</li> <li>• social networking</li> <li>• advertising</li> <li>• radio</li> <li>• television</li> <li>• film</li> <li>• documentary</li> <li>• word of mouth</li> <li>• events</li> <li>• print</li> </ul>	Learners should have knowledge of the media and specific materials used in campaigns, and be able to evaluate their effectiveness in promoting a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO3</b> Plan campaigns for change relating to crime	<b>AC3.1</b> Plan a campaign for change relating to crime	<b>Plan</b> <ul style="list-style-type: none"> <li>• aims and objectives</li> <li>• justification of choice of campaign</li> <li>• target audience</li> <li>• methods to be used</li> <li>• materials to be used</li> <li>• finances</li> <li>• timescales</li> <li>• resources needed</li> </ul>	Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.
	<b>AC3.2</b> Design materials for use in campaigning for change	<b>Design</b> <ul style="list-style-type: none"> <li>• structure of information</li> <li>• use of images or other accentuating features to capture attention</li> <li>• use of persuasive language</li> <li>• promotion of action</li> <li>• consideration of target audience</li> <li>• alignment with campaign</li> </ul>	Learners should consider the design of materials such as: <ul style="list-style-type: none"> <li>• leaflets</li> <li>• advertisements</li> <li>• posters</li> <li>• blogs</li> <li>• social network pages.</li> </ul>
	<b>AC3.3</b> Justify a campaign for change	<b>Justify</b> <ul style="list-style-type: none"> <li>• presentation of a case for action</li> <li>• use of evidence in support of a case</li> <li>• use of persuasive language</li> </ul>	Learners should justify the approach and the need for a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO1</b> Understand how crime reporting affects the public perception of criminality	<b>AC1.1</b> Analyse different types of crime	Description of two types of crime evident in the assignment brief. <b>(1-2)</b>	Analysis of two types of crime evident in the assignment brief. <b>(3-4)</b>		
	<b>AC1.2</b> Explain the reasons that certain crimes are unreported	Reasons for the two unreported crimes are limited in explanation.  <b>(1-2)</b>	Clear and detailed explanation of the reasons for the two unreported crimes. <b>(3-4)</b>		
	<b>AC1.3</b> Explain the consequences of unreported crime	Limited explanation (may only list examples) of the consequences of unreported crime. <b>(1-2)</b>	Clear and detailed explanation (includes relevant examples) of the consequences of unreported crime. <b>(3-4)</b>		
	<b>AC1.4</b> Describe media representation of crime	Limited description of the media representation of crime.  <b>(1-3)</b>	Detailed description of the media representation of crime including relevant examples. <b>(4-6)</b>		
	<b>AC1.5</b> Explain the impact of media representations on the public perception of crime	Limited explanation of the impact of media representations on the public perception of crime.  <b>(1-3)</b>	Clear and detailed explanation of the impact of a range of media representations on the public perception of crime. <b>(4-6)</b>		



Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<p><b>LO1</b> Understand how crime reporting affects the public perception of criminality</p>	<p><b>AC1.6</b> Evaluate methods of collecting statistics about crime</p>	<p>Limited (may only list methods/sources of information) evaluation of two methods of collecting information about crime.</p> <p style="text-align: center;"><b>(1-3)</b></p>	<p>Clear and detailed evaluation of two methods/sources of information used to collect information about crime with clear evidence of reasoning. Detailed and relevant reference to specific sources.</p> <p style="text-align: center;"><b>(4-6)</b></p>		

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>LO2</b> Understand how campaigns are used to elicit change	<b>AC2.1</b> Compare campaigns for change	Limited awareness of campaigns for change. Evidence is mainly descriptive.  <b>(1-3)</b>	Some comparison of a range of campaigns for change. There are some links to planned campaigns to support decision making.  <b>(4-7)</b>	Clear and detailed comparison of a range of relevant campaigns for change. Explicit links to planned campaign with reference to specific and appropriate sources to support conclusions.  <b>(8-10)</b>	
	<b>AC2.2</b> Evaluate the effectiveness of media used in campaigns for change	Limited evaluation of the effectiveness of media used in campaigns for change. Evidence is mainly descriptive and limited in range.  <b>(1-5)</b>	Some evaluation of the effectiveness of a range of media used in relevant campaigns for change. Response is largely descriptive but includes some appropriate judgements.  <b>(6-10)</b>	Clear and detailed evaluation of effectiveness of a range of media used in relevant campaigns for change. Clear evidence of well-reasoned judgements to support conclusions.  <b>(11-15)</b>	

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<p><b>LO3</b> Plan campaigns for change relating to crime</p>	<p><b>AC3.1</b> Plan a campaign for change relating to crime</p>	<p>Plan for campaign, relevant to selected assignment brief, is limited in detail. Appropriate actions, sequences and time are briefly outlined. <b>(1-3)</b></p>	<p>Plan for campaign, relevant to selected assignment brief, has evidence of some appropriate actions in a relevant time sequence in some detail. <b>(4-7)</b></p>	<p>Detailed and appropriate plan for campaign, relevant to selected assignment brief, includes clearly described actions in a relevant time sequence. <b>(8-10)</b></p>	
	<p><b>AC3.2</b> Design materials for use in campaigning for change</p>	<p>Materials are basic/simple in design. Limited clarity of purpose for the materials. <b>(1-5)</b></p>	<p>Some evidence of materials which are designed with relevant content and which stimulate some interest. Some evidence of persuasive language and clarity of purpose. <b>(6-10)</b></p>	<p>Attractive materials are designed with relevant content which stimulates interest. Evidence of persuasive language and clarity of purpose. Some evidence of technical skills. <b>(11-15)</b></p>	<p>Well-designed attractive materials are presented. Content is appropriate for changing behaviour. Materials are visually and verbally stimulating and technically accurate. <b>(16-20)</b></p>
	<p><b>AC3.3</b> Justify a campaign for change</p>	<p>Limited justification of a campaign for change. Evidence is largely descriptive with few judgements. <b>(1-5)</b></p>	<p>Some justification is well-reasoned. Response is largely descriptive but includes some appropriate judgements. Persuasive language is used. <b>(6-10)</b></p>	<p>Clear and detailed justification which is well-reasoned. Conclusions are supported by relevant judgements including the use of persuasive language. <b>(11-15)</b></p>	

## 5.2 Unit 2: Criminological Theories

### WJEC unit entry code

	English Medium	Welsh Medium
Written assessment	454 3UB	454 3N2
on-screen assessment	454 3UA	454 3NA

**Guided learning hours** 90

#### **Aim and purpose**

The purpose of this unit is for learners to apply their understanding of the public perceptions of crime and campaigns for change studied in Unit 1 with criminological theories to examine how both are used to set policy.

#### **Unit introduction**

How do we decide what behaviour is criminal? What is the difference between criminal behaviour and deviance? How do we explain why people commit crime? What makes someone a serial killer, or abusive to their own families? Criminologists have produced theoretical explanations of why people commit crime, but which is the most useful? Are these theories relevant to all types of crime? What can we learn from the strengths and weaknesses of each? How can these theories be applied to real life scenarios and real life crimes?

Knowing about the different types of crime and the criminological approaches to theory will give you a sharper insight into the kind of thinking used by experts and politicians to explain crime and criminality. Public law makers are informed by theory and apply these theories to their own solutions to the problem of crime. By undertaking this unit, you will learn to support, challenge and evaluate expert opinion and be able to support your ideas with reliable and factual evidence.

At the end of this unit you will have gained the skills to evaluate some criminological theories and know there are debates within the different theories. You will understand how changes in criminological theory have influenced policy. You will also have gained the skills to apply the theories to a specific crime or criminal in order to understand both the behaviour and the theory.

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand social constructions of criminality	<b>AC1.1</b> Compare <b>criminal behaviour</b> and <b>deviance</b>	<b>Criminal behaviour</b> <ul style="list-style-type: none"> <li>• social definition</li> <li>• legal definition</li> <li>• formal sanctions against criminals</li> <li>• variety of criminal acts</li> </ul> <b>Deviance</b> <ul style="list-style-type: none"> <li>• norms, moral codes and values</li> <li>• informal and formal sanctions against deviance</li> <li>• forms of deviance</li> </ul>	Learners should have understanding of: <ul style="list-style-type: none"> <li>• how criminality and deviance is defined</li> <li>• acts that are criminal</li> <li>• acts that are deviant</li> <li>• acts that are both criminal and deviant</li> <li>• the implications of committing a criminal and/or deviant act.</li> </ul> <p><i>Synoptic links:</i> Learners should also understand the impact of reporting on public perceptions of crime and deviance.</p>
	<b>AC1.2</b> Explain the <b>social construction</b> of criminality	<b>Social construction</b> <ul style="list-style-type: none"> <li>• how laws change from culture to culture</li> <li>• how laws change over time</li> <li>• how laws are applied differently according to circumstances in which actions occur</li> <li>• why laws are different according to place, time and culture</li> </ul>	<p><i>Synoptic links:</i> Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</p>

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO2</b> Know theories of criminality	<b>AC2.1</b> Describe <b>biological theories</b> of criminality	<b>Biological theories</b> <ul style="list-style-type: none"> <li>• genetic theories</li> <li>• physiological theories</li> </ul>	Learners should have knowledge of a range of genetic theories, such as: <ul style="list-style-type: none"> <li>• Jacobs xyy study</li> <li>• twin and adoption studies</li> </ul> Learners should have knowledge of a range of physiological theories, e.g. <ul style="list-style-type: none"> <li>• Lombroso</li> <li>• Sheldon</li> </ul>
	<b>AC2.2</b> Describe <b>individualistic theories</b> of criminality	<b>Individualistic theories</b> <ul style="list-style-type: none"> <li>• learning theories</li> <li>• psychodynamic</li> <li>• psychological theories</li> </ul>	Learners should have knowledge of a range of theories, e.g. <ul style="list-style-type: none"> <li>• Bandura</li> <li>• Eysenck</li> <li>• Freud</li> </ul>
	<b>AC2.3</b> Describe <b>sociological theories</b> of criminality	<b>Sociological theories</b> <ul style="list-style-type: none"> <li>• social structure</li> <li>• interactionism</li> <li>• realism</li> </ul>	Learners should be able to summarise the key points of a range of theories, e.g. <ul style="list-style-type: none"> <li>• Marxism</li> <li>• labelling</li> <li>• functionalism</li> <li>• left and right realism</li> </ul>
<b>LO3</b> Understand causes of criminality	<b>AC3.1</b> Analyse <b>situations</b> of criminality	<b>Situations relating to:</b> <ul style="list-style-type: none"> <li>• different types of crime</li> <li>• individual criminal behaviour</li> </ul>	Learners should have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.  Learners should be able to analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.
	<b>AC3.2</b> Evaluate the effectiveness of <b>criminological theories</b> to explain causes of criminality	<b>Criminological theories</b> <ul style="list-style-type: none"> <li>• individualistic</li> <li>• biological</li> <li>• sociological</li> </ul>	Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.

Unit 2 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO4</b> Understand causes of policy change	<b>AC4.1</b> Assess the use of <b>criminological theories</b> in informing <b>policy development</b>	<p><b>Criminological theories</b></p> <ul style="list-style-type: none"> <li>• individualistic</li> <li>• biological</li> <li>• sociological</li> </ul> <p><b>Policy development</b></p> <ul style="list-style-type: none"> <li>• informal policy making</li> <li>• formal policy making <ul style="list-style-type: none"> <li>○ crime control policies</li> <li>○ state punishment policies</li> </ul> </li> </ul>	Learners should be able to apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.
	<b>AC4.2</b> Explain how <b>social changes</b> affect policy development	<p><b>Social changes</b></p> <ul style="list-style-type: none"> <li>• social values, norms and mores</li> <li>• public perception of crime</li> <li>• structure of society <ul style="list-style-type: none"> <li>○ demographic changes</li> </ul> </li> <li>• cultural changes</li> </ul>	Learners should have an understanding of social changes and how they have affected policy development.
	<b>AC4.3</b> Discuss how <b>campaigns</b> affect policy making	<p><b>Campaigns</b></p> <ul style="list-style-type: none"> <li>• newspaper campaigns</li> <li>• individual campaigns</li> <li>• pressure group campaigns</li> </ul>	<p><i>Synoptic links:</i>  <i>Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.</i></p>