

WJEC Level 3 Applied Diploma in Criminology

Year 13

Scheme of Learning 2026 - 2027

Subject leader: Thomas Purnell

Topics by term	Topic overview for Year 13					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	UNIT 3: CRIME SCENE TO COURTROOM AC 1.1 Evaluate The effectiveness of the roles of personnel involved in criminal investigation. (9-12 lessons) AC 1.2 Assess the usefulness of investigative techniques in criminal investigations. (9-12 lessons) AC 1.3 Explain how evidence is processed. (5 lessons)	UNIT 3: CRIME SCENE TO COURTROOM AC 2.2 Describe Trial Processes AC 2.3: Understand rules in relation to the use of evidence in criminal acts AC2.4: Assess key influences affecting the outcomes of criminal cases. AC 2.5 Discuss the use of lay people in criminal cases AC 3.1 Examine information for validity	UNIT 4: CRIME AND PUNISHMENT AC 1.1 Describe processes for law making (3 lessons) AC 1.2 Describe the organisation of the Criminal Justice System in England and Wales. (5 lessons) AC 1.3 Describe models of criminal justice (4 lessons) AC 2.1 Explain forms of social control. (7 lessons)	UNIT 4: CRIME AND PUNISHMENT AC 3.1 Explain the role of agencies in social control. (7 lessons) AC 3.2 Describe the contribution of agencies in achieving social control. (7 lessons) AC 3.3 Examine the limitations of agencies in achieving social control. (7 lessons)(TBC) AC 3.4 Evaluate the effectiveness of agencies in achieving	This term will be used for revision for the forthcoming Unit 4 examination as well as completing any of the assessment criteria that needs revisiting etc. Students will use Mind maps, Question Banks, Command word sheets and examination questions and PIT time to prepare for their exam.	N/A

	AC 1.4 Examine the rights of individuals in criminal investigations. (5 lessons) UNIT 3: CRIME SCENE TO COURTROOM AC 2.1 Explain the requirements of the Crown Prosecution Service for prosecuting suspects.	AC 3.2 Draw conclusions from information	AC 2.2 Discuss the aims of punishment (4 lessons) AC 2.3 Assess how forms of punishment meet their aims. (7 lessons)	social control. (7 lessons) Revision		
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	
	In term 6 students would have completed the key case studies for Unit 3 and completed the criminology project enhancing critical skills of independence and research moving into this 2nd year of study. Links continue with KS5 Core of British Values SMSC throughout this unit. Some students taking A Level Politics may also have knowledge of Government and Politics which can be linked to specific elements in Unit 3 and 4.	All students should have completed notes and have clear understanding of LO1 before movement onto LO2.	In term 3 attention is now focused on Unit 4 external examination that takes place in June. Elements of British Values and SMSC are vital as the process of law making and how society is controlled is explored.	For LO3- it is vital that students understand the roles of agencies involved in criminal justice. This has synoptic links to the controlled assessment done in the first half of the year.	Students should have converted class notes into neat revision tables ready for the purpose of revision.	
	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	

	The same as Year 12 the controlled assessment is sequential and taught in AC order. In LO1- students explore the roles and processes of key personnel in the collection and processing of evidence. Individual's human rights are also explored.	As the controlled assessment is marked with the same parameters as year 12 it needs to be marked in good time for any potential retakes to take place. LO2-LO3 are completed in this term. Students explore the court and trial process and evaluate the validity and decide if the systems work. All work must be marked and submitted for April deadline.	The exam is taught sequentially and we follow the specifications in its delivery. LO1-2 are covered in this term. Description of how laws are created and how justice is severed to protect society and the public.	This is the final element of the exam content. In addition to this with its strong synoptic links is completed last.	The walking talking mock should allow exam mastery and familiarity with the patterns of the exam paper. Students should have A3 note tables that should help with completion of past paper questions.	
Week Times	6 weeks + 3 days	7 Weeks	6 Weeks	5 Weeks	4 Weeks + 4 days	7 Weeks

Private Study/Homework hours: All students will be expected to be working up to 4 hours per week in addition to lesson time. Private study tasks highlight prior learning as they reinforce what we are doing in class. Extension activities are also there to develop synoptic understanding of the other units in the course.

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Specification Topic	Big questions	Learning outcome/ Assessment Criteria	Exam amplification focus	Key Terms	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE) & Careers
Term 1:							
UNIT 3 Controlled Assessment: Crime Scene to Courtroom	BQ: Crime Scene: Who should enter? BQ: Crime Scene: Does the evidence hold the answers?	Learning outcome 1- Understanding the process of criminal investigation AC 1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations • crime scene investigators • forensic specialists • forensic scientists • police officers/detectives • Crown Prosecution Service (CPS) • pathologist • other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs AC1.2: Assess the usefulness of investigative techniques in criminal investigations • forensic • surveillance techniques • profiling techniques • use of intelligence databases, e.g. National DNA Database • interview techniques e.g. eye witness interviews, expert interviews Criminal investigations • situations o crime scene	Students should understand roles and personnel involved and evaluate the effectiveness in criminal investigations. Needs to be considered in context of potential limitations: • Cost • Expertise • Availability Students should understand a range of investigative techniques and assess their usefulness in a range of different types of criminal; investigations, situations and types of crime.	Termly knowledge organiser will provide students key terms lists. See Appendix C2 document for full key terms list.	AC 1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations (10 marks) AC1.2: Assess the usefulness of investigative techniques in criminal investigations (20 marks)	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of controlled assessment notes. Quizlet online classroom. Glossary list.	British Values Unit 3 AC1 Democracy- Students will learn about how personnel involved in the criminal justice system must conduct themselves to achieve correct justice for all. Rule of Law- Students will learn about the strict rules and regulations that are involved during evidence collection. Respect & Tolerance- Students will learn about the important roles that personnel conduct in evidence collection and processing. Individual Liberty- Students will explore case studies where a miscarriage of justice has occurred

		- o laboratory - o police station - o 'street' • types of crime - o violent crime - o e-crime - o property crime					to personnel not following evidence collection rules. SMSC-Students will look at the moral and social implications of personnel tasked with collecting and processing evidence. The consequences of when this goes wrong through the exploring of case studies and the direct impact of public trust and confidence. PSHE- Students will learn about the science of collecting evidence. Careers Gatsby Benchmarks LO1: Stages of Criminal Investigation 1, 4 Detective, criminal investigator Role of Investigative Professionals 2, 4 SOCO, forensic pathologist, CID officer Use of Forensic & Digital Techniques3,
	Q: Crime Scene: How is evidence collected and analysed appropriately? BQ: Remanded in Custody: How is a suspect prosecuted? BQ- Who has the power to charge?	AC 1.3 Explain how evidence is processed Types of evidence • physical evidence • testimonial evidence Process • collection • transfer • storage • analysis • personnel involved AC 1.4 Examine the rights of individuals in criminal investigations • suspects • victims • witnesses Learning Outcome 2: Understand the processes for prosecution of suspects. AC 2.1 Explain the requirements of the Crown Prosecution Service for prosecuting suspects. • charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test	Students should have understanding of different types of evidence and how it is processed and collected. Key case studies must be included. Students must consider the rights of all individuals from investigation through to appeal. Students should understand the role of the CPS. You should explain the evidential and public interest tests in the decision to prosecute.		AC 1.3 Explain how evidence is processed (6 marks) AC 1.4 Examine the rights of individuals in criminal investigations (6 marks) AC 2.1 Explain the requirements of the Crown Prosecution Service for prosecuting suspects (4 marks)		

							4 Forensic analyst, digital crime technician Legal & Ethical Considerations 4, 6 Custody officer, legal advisor Investigation Simulation (Team-Based Task) 4, 6 All investigative roles in action HE & Professional Training Pathways 4, 7 Policing degrees, apprenticeships Reflection & Career Planning 1, 8 Pathways into law enforcement & forensics
Term 2							
UNIT 3 Controlled Assessment: Crime Scene to Courtroom	BQ: Silence in Court! What happens during a trial? BQ: Silence in Court!	Learning Outcome 2: Understand the processes for prosecution of suspects. AC 2.2 Describe Trial Processes • pre-trial • bail • roles • plea bargaining • courts • appeals AC 2.3: Understand rules in relation to the use of evidence in criminal cases	Students should have knowledge of each stage of the trial process including roles of the personnel involved.	Termly knowledge organiser will provide students key terms lists. See Appendix C2 document for full key terms list.	AC 2.2 Describe Trial Processes (4 marks). AC 2.3: Understand rules	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of controlled assessment notes.	British Values AC2 Democracy- Students will explore how the CPS and other agencies have to conduct prosecutions in fair and transparent way including the trial process.

	What happens during a trial? BQ: Silence in Court! What happens during a trial? BQ: Silence in Court! What happens during a trial?	• relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law AC2.4: Assess key influences affecting the outcomes of criminal cases. • evidence • media • witnesses • experts • politics • judiciary • barristers and legal teams AC 2.5 Discuss the use of lay people in criminal cases • juries • magistrates	Students should have an understanding of how evidence is used in court. Students should understand the many factors that can influence the outcome of a trial and be able to assess their impact. Students should be able to discuss the strengths and weaknesses of both juries and lay magistrates.		in relation to the use of evidence in criminal acts (4 marks) AC2.4: Assess key influences affecting the outcomes of criminal cases (10 marks) AC 2.5 Discuss the use of lay people in criminal cases (6 marks)	Quizlet online classroom. Glossary list.	Rule of Law- Students will explore the rules that the CPS and other personnel must follow in the process of prosecuting suspects. This includes the collection and processing of evidence. Respect & Tolerance- Students will also learn that how suspects are treated and the rights suspects have are highly regulated in UK law. Individual Liberty- Students will learn about the individual rights that suspects in custody have and the rules the CPS must follow for fair and safe convictions. SMSC It is explored about the moral and social responsibility that CPS and the outcomes they achieve about how this protects society and what individuals think or believe of
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							the carrying out of justice. PSHE- Students will learn about own legal rights and how police and the CPS ,must treat them if accused of a crime. Careers Gatsby Benchmarks LO2: The Role of the CPS & Charging Decisions 1, 4 CPS prosecutor, legal caseworker Pre-trial Process: Bail, Remand, Representation 2, 4 Duty solicitor, police liaison officer Court Systems & Trial Process 3, 4 Barrister, court clerk, magistrate Evidential & Public Interest Tests 4, 6 Legal researcher, CPS legal analyst Ethical & Legal Considerations 4, 6 Legal advisor, justice campaigner Mock Trial & Simulation 4, 5, 6 All
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							courtroom roles in action Legal Education & Career Reflection 1, 7, 8 Law degrees, apprenticeships, legal support roles
UNIT 3 Controlled Assessment: Crime Scene to Courtroom	BQ: Sentencing: What influences, threatens and validates a case? 						

							How to Review Criminal Cases 1, 4 Legal case analyst, appeals solicitor Miscarriages of Justice & Case Examples 2, 4 Criminal justice campaigner, CCRC reviewer Evaluating Evidence & Legal Procedures 3, 4 Forensic consultant, legal researcher Professional Roles in Case Review 4, 6 Barrister, ombudsman, investigator Case Study Analysis & Presentation 4, 6 Legal advocacy, law reform analyst Routes into Legal Oversight & Policy 4, 7 Law/criminology courses with justice focus Reflection & Personal Pathway Planning 1, 8 Roles in appeals, reform, justice campaigns
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Grade	A	B	C	D	E	U
UMS Grade Boundary	080	070	060	050	040	000
Raw Mark Grade Boundary	084	074	064	054	045	000

Term 3

Unit 4- Crime and Punishment	BQ: How does the Criminal Justice System keep law and order?	Unit 4-Learning Outcome 1: Understanding the Criminal Justice System in England and Wales. AC 1.1 Describe processes for law making • government processes • judicial processes SYNOPTIC: Links to reviews of verdicts in Unit 3, campaigns and changes in policy from Unit 1. Also, un Unit 1 campaigns that result in changes in the law by parliament passing acts that bring in new laws (Ann Ming). Judicial Law Making (Unit 3) R v R – judicial law said marital rape was a criminal offence.	Students will have knowledge of legislative process and the role of judges in making criminal law.	Termly knowledge organiser will provide students key terms lists. See Appendix C2 document for full key terms list.	Outline the process used by the government for making laws such as the Theft Act 1968. (3 marks)	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of lesson notes in preparation for exam. Quizlet online classroom. Glossary list.	British Values Unit 4 AC1 Democracy- Students will explore that in a democratic society we all get a voice in relation to law making. Rule of Law- this unit follows the procedures of how bills become law in the UK. Respect & Tolerance- This issue will be explored about how views are debated in the House of Commons and lords. Individual Liberty- This unit will explore the process of law making and what this means for each students own individual liberty. SMSC-Students will look at how UK law is
	BQ: Is it possible to both control society and serve justice?	AC 1.2 Describe the organisation of the Criminal Justice System. • police • law creation • courts • formal punishment • relationships Synoptic: Unit 3 and Unit 1 campaigns for change. AC 1.3 Describe models of Criminal Justice. • due process • crime control SYNOPTIC : Relate theoretical knowledge acquired through Unit 2 (e.g.	Students should have knowledge of organisations and role of agencies involved in criminal justice. Consider relationship between different agencies and the extent of cooperation. Students should be able to describe the theories of the two model of criminal justice.		Analyse the relationship between the Probation Service and other agencies in the criminal justice system. (9 marks) Describe two models of criminal justice. (4 marks)		

		Right Realism = Crime Control, Left Realism = Due Process). Also look at criminal verdicts from Unit 3 to gain understanding of application of this knowledge. Colin Stagg(Lizzie and the 'Honey-trap' arguably are methods of Crime Control)					created how this has shaped our moral values. Spiritual links and the influence of religion in this process. PSHE- Students will explore and learn about individual rights and what powers the police have. Careers Gatsby Benchmarks LO1: Overview of the Criminal Justice System 1, 4 Police officer, court clerk Roles of Agencies in the CJS 1, 4 Probation officer, prison officer Stages in the Justice Process 4 CPS prosecutor, magistrate Aims and Purposes of Punishment 4 Sentencing judge, parole board member Rights of the Accused and Victims 4, 6 Legal advisor, victim support worker
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							Career Pathways & Apprenticeships 1, 2, 7 Police apprenticeship, probation service Reflection & Career Planning 1, 8 CJS career mapping
Unit 4- Crime and Punishment	BQ- How do we control society? BQ: How should a criminal be punished?	Learning outcome 2- Understanding the role of punishment in a criminal justice system AC 2.1 Explain forms of social control • internal forms - o rational ideology - o tradition - o internalisation of social rules and morality • external forms - o coercion - o fear of punishment • control theory - o reasons for abiding by the law SYNOPTIC: Links to theoretical knowledge from Units 1,2 and 3- applying knowledge to situations. AC 2.2 Discuss the aims of punishment • retribution • rehabilitation • deterrence - o prevention of reoffending - o deterrence of others from committing similar crimes • public protection • reparation SYNOPTIC: Students should be able to draw their own conclusions over whether or not forms of punishment meet their aims.	Students should have an understanding of different forms of social control with reference to theory. Students should be able to explain each of the aims of punishment.	Termly knowledge organiser will provide students key terms lists. See Appendix C2 document for full key terms list.	Using examples, explain what is meant by internal social control. (4 marks) Discuss retribution and rehabilitation as aims of sentencing. (9 marks)	British Values Unit 4 AC2 Democracy-Students will explore the two opposing views on social control and how some of these encroach on democratic rights such as stop and search powers. Rule of Law- This element is concerned with sentencing achieving its aims in the legal system. Respect & Tolerance- Students will explore that punishments and social control models can have negative impacts on minority groups. Individual Liberty- This unit focuses on punishment in the legal system and the many ways this is administered all	

		AC 2.3 Assess how forms of punishment meet the aims of punishment. • imprisonment • community • financial • discharge	Students should assess how different forms of punishment meet the aims of punishment.		Assess how two forms of punishment meet their aims. (9 marks)		concerned with the taking of individual liberty for wrong doing. SMSC- Students will debate the moral, social and cultural implications of the powers that the police have. Thinking about cases where the police have been found to have abused powers and perverted the course of justice. PSHE- Students will explore the direction that society is going and debate the powers that police have. Careers Gatsby Benchmarks LO2: Purposes of Punishment 1, 4 Sentencing judge, legal advisor Types of Punishment 4 Prison officer, community sentencing officer Rehabilitation and Restorative Justice 4, 6 Probation officer,
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							restorative justice facilitator Effectiveness and Criticisms 4 Criminal justice researcher, policy advisor Ethical and Legal Issues in Sentencing 4 Magistrate, legal advocate Career Pathways & Guest Speaker 1, 5, 7 Probation, prison service, restorative justice roles Reflection & Career Planning 1, 8 Rehabilitation and sentencing career options
Term 4							
Unit 4- Crime and Punishment	BQ: Who is responsible for controlling society?	Learning Outcome 3: Understand measures used in social control. AC 3.1 Explain the role of agencies in social control. Role • aims and objectives • funding • philosophy • working practices o types of criminality o types of offenders o reach (local, national) Agencies • government-sponsored agencies o police o CPS	Students should be able to identify agencies involved with social control and explain their roles in achieving it.	Termly knowledge organiser will provide students key terms lists. See Appendix C2 document for full key terms list.	Briefly explain the role of one charity involved in achieving social control. (4 marks)	PowerPoint Lesson Notes Microsoft Teams Classroom. Students have access to textbooks and revision guides. A3 Table sheets for organisation of lesson notes in preparation for exam.	British Values Unit 4 AC3 Democracy- This unit will explore the roles of agencies working together to achieve fairness in achieving social control Rule of Law- This unit looks at social control and the enforcing of sentences by the courts students will evaluate if these

		- o judiciary - o prisons - o probation • charities • pressure groups SYNOPTIC : Many of the agencies have already been spoken about but now looking at them in detail.				Quizlet online classroom. Glossary list.	organisations are fulfilling these roles.
	BQ: What prevents us from being crime free?	AC 3.2 Discuss the contribution of agencies in achieving social control. • tactics and measures used by agencies - o environmental ▪ design ▪ gated lanes - o behavioural ▪ ASBO ▪ token economy - o institutional - o disciplinary procedures ▪ rule making ▪ staged/phased • gaps in state provision SYNOPTIC : Policy and Campaigns (Unit 1), Criminological Theories (Unit 2) and Processes used to bring an accused to justice and the different agencies (Unit 3) AC 3.3 Examine the limitations of agencies in achieving social control • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral Imperatives SYNOPTIC : Apply understanding of theories (Unit 2) also draw on	Students should be able to understand the range of techniques used by agencies and be able to examine their contribution.		Describe one behavioural tactic used by prisons to achieve social control. (6 marks)	Individual Liberty- This unit looks at the treatment of criminals whiles in the criminal justice system.	Respect & Tolerance- Students will explore how agencies work together. Students will explore the treatment of criminals and public perceptions of crime also.
		AC 3.3 Examine the limitations of agencies in achieving social control • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral Imperatives SYNOPTIC : Apply understanding of theories (Unit 2) also draw on	Students should understand the limitations of social control agencies and be able to examine the implications of these limitations.		Examine how finance can be a limitation for agencies in achieving social control. (9 marks)	SMSC-Students will explore that we are all stakeholders in society and how it is wrong. Students will look at moral obligations of citizens to follow the rules of law. Students will also explore how these links creates the cultural environment that we have currently.	PSHE- Students will be encouraged to explore and debate how social control is used in British society and overall fairness.

		understanding of policy and campaigns for change in limitations of agencies. AC3.4 Evaluate the effectiveness of agencies in achieving social control • government sponsored agencies - o police - o CPS - o judiciary - o prisons - o probation • charities • pressure groups Synoptic links: Learners should apply the skill they developed in Unit 3 to evaluate information in terms of: • bias • opinion • circumstances • currency • accuracy The types of evidence, as set out in Unit 3, include: • evidence • trial transcripts • media reports • judgements • Law Reports	Students should be able to draw together their learning to evaluate the success or failure of agencies in achieving social control.		Evaluate the effectiveness of the police service and the Crown Prosecution Service in achieving social control. (9 marks)		Careers Gatsby Benchmarks LO3: Introduction to Social Control 1, 4 Police officer, social worker Formal Measures: Laws and Agencies 1, 4 Probation officer, court officer Informal Measures: Family, Peers, Media 3, 4 Youth worker, community outreach Effectiveness & Ethical Issues 4 Policy advisor, legal advocate Agencies and Institutions 1, 6 Police community support officer Contemporary Issues in Social Control 4, 5 Digital security, surveillance roles Reflection & Career Pathways 1, 8 Policing, social services, community roles
Term 5 This term shall have a selection of revision lessons within it to ensure students are fully prepared for the upcoming exam. Past Papers will be completed in walking talking mock style.							

Careers Education Summary: Level 3 Applied Criminology and the Gatsby Benchmarks	
The Level 3 Applied Criminology course offers practical insights into crime and criminal justice, making it ideal for embedding careers education and supporting the Gatsby Benchmarks.	
Benchmark 1: A Stable Careers Programme	Careers content is built into the course structure, including opportunities to explore pathways into policing, law, social work, forensic psychology, and criminal justice.
Benchmark 2: Learning from Labour Market Information	Students are introduced to current job trends, salary ranges, and employment prospects in criminology-related fields, including the police, prison service, probation, and legal professions.
Benchmark 3: Addressing the Needs of Each Pupil	Teaching allows for personalised exploration of careers, with guidance based on students' interests in areas such as forensic science, youth justice, victim support, or policy work.
Benchmark 4: Linking Curriculum Learning to Careers	Core units link theory to practice: ○ <i>Changing Awareness of Crime</i> → media and public services ○ <i>Criminological Theories</i> → psychology, sociology, offender profiling ○ <i>Crime Scene to Courtroom</i> → law, forensic science, court procedures ○ <i>Crime and Punishment</i> → policing, legal careers, and sentencing policy
Benchmark 5: Encounters with Employers and Employees	Students engage with professionals through guest talks, case study projects, or visits from police officers, probation officers, legal professionals, and forensic experts.
Benchmark 6: Experience of Workplaces	Work experience placements are promoted in relevant fields including law firms, youth offending teams, social services, and criminal courts.
Benchmark 7: Encounters with Further and Higher Education	Pathways into higher education (e.g. criminology, law, sociology, or psychology degrees) and apprenticeships (e.g. police constable degree apprenticeship) are explored and promoted
Benchmark 8: Personal Guidance	Individual careers interviews help students identify criminology-related opportunities aligned with their strengths and aspirations.