

Criminology

Exam Board: WJEC

Qualification: Level 3 Applied Diploma Criminology

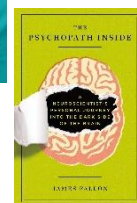
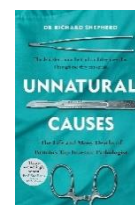
Course code: 601/6249/1



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In September, you will be starting the Criminology course

- 1) If you were in for the transition day, you should have a copy of the **Transition Work**
- 2) What should be completed before the beginning of term:
 - a. The Criminology transition work
 - b. Organising a folder ready for Unit 1: Changing Awareness of Crime (please purchase dividers/tabs to keep your folders organised)
- 3) You are encouraged to start reading the following books for insight and background
 - a. The Secret Barrister by The Secret Barrister
 - b. Fixing Broken Windows by George Kelling and Catherine Coles
 - c. Mindhunter by John Douglas and Mark Olshaker
 - d. Unnatural Causes: The life and many deaths of Britain's Top Forensic Pathologists – Dr Richard Shepherd
 - e. The Psychopath Inside: A Neuroscientist's Personal Journey into the Dark Side of the Brain by James Fallon
- 4) There are also Netflix and other programmes that will be of interest
 - a. When They See Us (Netflix)
 - b. Mindhunter (Netflix)
 - c. Forensics: The Real CSI (BBC)
 - d. Stephen (ITV-X) or Stephen: The Murder that Changed a Nation (YouTube)
 - e. The Riots (2011): One Week in August (YouTube)
 - f. Real Crime: The case that turned the world upside down [Amanda Knox] (YouTube)
 - g. Making a Murderer (Netflix)
 - h. Making a Murderer: Dissecting the roots of violence with Adrian Raine (TED Talk, available on YouTube)



Please come to the course with an open and inquisitive mind set and look forward to the delights of Criminology!

See you in September.

WJEC Criminology: Year 11 into 12 Bridging Tasks

Welcome Criminologists! Please complete the task below before your first lesson. You will also need to read the list of equipment at the end to make sure you are prepared for the course.

Summer Tasks:

1: Campaign Spotting

Much of your first Unit is focused on the use of campaigns in creating change and reducing crime. Over the summer, **keep an eye out for examples of crime campaigns** (e.g. posters, leaflets, ads) you might come across out in the world. **Take a picture to share with the class, and think about why that campaign may (or may not) be effective in creating change.**



2: Watch / Read / Listen True Crime!

To be successful in Criminology you will need to know and refer to many examples of true crime cases. **Please watch a documentary, read a book or listen to a podcast about at least one true crime case of your choice.** Summarise it in the table below, and be prepared to talk about it for 3 minutes. I have included a list of 'talking points' that you should consider – not all will be appropriate for your case, but you should expect to discuss those that are. A dramatization of a true crime case is ok, but you should take care to choose one that sticks closely to the facts, and you may need to do further research on the case to make sure of this. Any type of crime is fine, but it must be a real case. It can be from anywhere in the world, and any time in history although contemporary cases from the UK will be more useful in the course. Some examples of cases we look at are listed below – it is not necessary for you to pick from these, but it will be helpful for you to look into them during the course.

IMPORTANT: Due to the distressing nature of some of these crimes, please exercise caution when researching them. Be mindful of younger family members who may be nearby and for whom this content would not be appropriate.

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- Banaz Mahmood (victim of honour killing – Unit 1)
- Sarah Payne (the murder that resulted in the creation of Sarah's Law, which requires police to make information about local sex offenders available to parents/carers of children at risk - Unit 1)
- Charles Whitman (spree killer whose autopsy revealed he had a significant brain tumour which may have caused his murderous rampage – Unit 2)
- Jon Venables and Robert Thompson (10-year-old boys who abducted and murdered two-year-old James Bulger, fuelling growing concerns over the influence of violent media – Unit 2 and Unit 4)
- Fred and Rose West (serial killer couple – but was Fred's criminality caused by his abusive upbringing or a serious head injury? Unit 2)
- Amanda Knox (accused of murdering her roommate, Meredith Kercher – but biased media reports and a flawed investigation leave people divided as to whether she is innocent or guilty. Unit 3)
- Stephen Lawrence (murdered in a racially motivated attack, institutional racism on behalf of the police meant it took 18 years before justice was served – Unit 1 & Unit 3)
- Barry George (convicted of the murder of beloved TV star Jill Dando but conviction later quashed after suspicions that key evidence came from cross-contamination – Unit 3 and Unit 4)
- Hillsborough Disaster (tragedy resulting in the death of 96 Liverpool FC fans – the fans themselves were blamed at first but a later inquiry revealed institutional failings. Unit 3)

Title of documentary / book / podcast:	
Brief description of the case:	

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<p>What did you find interesting about this case?</p>	
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Talking Points: *(be prepared to discuss any relevant points from the list below)*

- Did the criminal get caught? If so, how?
 - Did they make a mistake?
 - Was a crucial piece of evidence found? What was it and why was it so important?
 - Did new technology/understanding help in solving the case? (e.g. a cold case from before DNA analysis had been developed)
 - Was it the hard work of detectives, e.g. through interviews, profiling etc? What techniques did they use, what made them so effective?
- Did the criminal get away with it (either forever or for a long time)?
 - If so, how?
 - Did they use particular forensic counter measures?
 - Did people (e.g. the public, police, victims) know that the crime had been committed?
 - Did the police / experts miss anything or make any mistakes?
 - Did anyone else get (falsely) accused of the crime? If so, why did people think it was someone else and how did they get cleared of it?
- Do we know why the criminal committed the crime?
 - Was there a clear motive / gain?
 - Was there anything about their upbringing / childhood that might have led to them committing the crime? (if so, how/why?)
 - Were there any psychological / physiological factors that might have led to them committing the crime? (if so, how/why?)
- Is this a typical crime?
 - How common is this crime?
 - Who is the typical victim of this crime? Is that the same in this case?
 - Who is the typical perpetrator of this crime? Is that the same in this case?

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- What is the media representation of this crime/case like?
 - Was this particular case reported a lot in the media? Was it accurate reporting? How did they portray the victim / suspect / perpetrator?
 - How does this compare to the way this type of crime is typically portrayed in the media?
 - How did the public react to this case / the media's reporting of this case? Was there panic? Did people take sides? Did it lead to any changes, e.g. in law, awareness, safety procedures etc.?

Equipment Needed:

- At least one folder
 - You will need 3-4 separate folders for the two-year course in order to keep your notes organised by Unit. The smaller ring-binder folders should be enough for each unit.
 - You can either buy them at once or as you need them, but you will need to have your second folder by December ready to start Unit 2 (you will need to hand in your first folder around this time so you will need somewhere to keep your Unit 2 notes)
- A pad of lined paper to write notes on
- Pens, pencils, highlighters
- Folder dividers (not essential but REALLY handy to keep your notes organised – when you complete your controlled assessments you will need to be able to find the information you need really quickly!)