UNIT 2: CRIMINILOLOGICAL THEORIES

LO1 - UNDERSTAND SOCIAL CONSTRUCTIONS OF CRIMINALITY

ASSESSMENT CRITERIA	CONTENT	AMPLIFICATION

AC1.1 - <mark>Compare</mark> **criminal behaviour** and **deviance**	**Criminal Behaviour**
	
	• social definition
	• legal definition
	• formal sanctions against criminals
	• variety of criminal acts
	
	Deviance
	
	• norms, moral codes, and values
	• informal and formal sanctions against deviance
	• forms of deviance
		○ Learners should have understanding of:
		
		  • how criminality and deviance is defined
		  • acts that are criminal
		  • acts that are deviant
		  • acts that are both criminal and deviant
		  • the implications of committing a criminal and/or deviant act.
		
		○ **Synoptic inks:** Learners should also understand the impact of reporting on public perceptions of crime and deviance.

AC1.2 - <mark>Explain</mark> the **social construction** of criminality	**Social Construction** • how laws change from culture to culture • how laws change over time • how laws are applied differently according to circumstances in which actions occur • why laws are different according to place, time, and culture	○ **Synoptic links:** Learners should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.

LO2 - KNOW THEORIES OF CRIMINALITY

ASSESSMENT CRITERIA	CONTENT	AMPLIFICATION

AC2.1 - <mark>Describe</mark> **biological theories** of criminality	**Biological Theories**
	
	• genetic theories
	• physiological theories
		○ Learners should have knowledge of a range of genetic theories, such as:
		
		  • **Jacobs XYY study**
		  • **twin and adoption studies**
		
		○ Learners should have knowledge of a range of physiological theories, e.g.
		
		  • **Lombroso**
		  • **Sheldon**

AC2.2 - <mark>Describe</mark> **individualistic theories** of criminality	**Individualistic Theories**
	
	• learning theories
	• psychodynamic
	• psychological theories
		○ Learners should have knowledge of a range of theories, e.g.
		
		  • **Bandura**
		  • **Eysenck**
		  • **Freud**

AC2.3 – <mark>Describe</mark> **sociological theories** of criminality	**Sociological Theories**
	
	• social structure
	• interactionism
	• realism
		○ Learners should be able to summarise the key points of a range of theories, e.g.
		
		  • **Marxism**
		  • **labelling**
		  • **functionalism**
		  • **left and right realism**

LO3 - UNDERSTAND CAUSES OF CRIMINALITY		
AC3.1 - <mark>Analyse</mark> **situations** of criminality	**Situations Relating To:** • different types of crime • individual criminal behaviour	o Learners should have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc. o 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.
AC3.2 - <mark>Evaluate</mark> the effectiveness of **criminological theories** to explain causes of criminality	**Criminological Theories** • individualistic o biological • sociological	o Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.
LO4 UNDERSTAND CAUSES OF POLICY CHANGE		

AC4.1 – <mark>Assess</mark> the use of **criminological theories** in informing **policy development**	**Criminological Theories**
	• individualistic
	• biological
	• sociological
	Policy Development
	• **informal policy** making/populism
	• **formal policy** making:
	  o *crime control policies*
	  o *state punishment policies*
		o 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, zero tolerance, CCTV, restorative justice, multi-agency approach.

AC4.2 – <mark>Explain</mark> how **social changes** affect policy development	**Social Changes**
	• social values, norms, and mores
	• public perception of crime
	• structure of society
	  o *demographic changes*
	  o *cultural changes*
		o Learners should have an understanding of social changes and how they have affected policy development.

AC4.3 <mark>Discuss</mark> how **campaigns** affect policy making	**Campaigns** • newspaper campaigns • individual campaigns • pressure group campaigns	o **Synoptic links:** Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies.