

Bridging Unit - Criminology

WHAT DOES THIS COURSE REQUIRE OF ME?

Year	Module	Assessment	%
1- unit 1	Changing awareness of crime	controlled assessment	25%
1- unit 2	Criminological theories of crime	external examination	25%
2- unit 3	Crime scene to courtroom	controlled assessment	25%
2 - unit 4	Crime and punishment	external exam	25%

HOW WILL THIS UNIT HELP ME TO PREPARE FOR THE COURSE?

The Level 3 Criminology course is a combination of all three Social Science subjects, Sociology, Psychology and Law. In this booklet you will find activities from all three sections that are covered throughout the 2 year course.

I will be expecting the work set to be handed in during the first lesson back in September.

TASK 1

Defining key terms

Explain what is meant by:

- Norms

- Values

- Moral codes

- Deviance

- Crime

Explain how crime and deviance can vary between different cultures, places and time periods.

Some examples you may want to include in your answer could be homosexuality, adultery, drug laws, gun laws, laws concerning children.

Using the following website: <https://www.police.uk/>

Research crime in your local area.

List some of the different types of crimes that have been committed.

Record how many of each crime has been committed (due to lockdown you may want to look at January/February 2020 and compare with last year's figures).

Identify which are criminal and which are criminal and deviant.

Describe how different forms of media represent crime.

Form of media	How crime is represented
Newspapers	
Television	

Film	About a fifth of all cinema films are crime movies and up to half have crime content. Violence has become more explicit and extreme over time Some people argue that watching violence in movies can result in real crime too.
Electronic gaming	
Social media	
Music	

How the media portray crime and criminals has a big impact on how the public perceives crime. Media coverage can affect how much crime people believe there is, whether they think it is increasing and how much of a threat they feel it to be.

The media's representation of crime may actually cause more crime by creating a 'moral panic'

Explain what is meant by this and research the work of Stanley Cohen on The mods and rockers as well as the deviance amplification spiral. The following clip can be used or you can research yourself.

Learning objective

At the end of this activity you should be able to:

- analyse how media representations may create a moral panic.

Watch the clip and answer the questions that follow.

<https://www.youtube.com/watch?v=r61ks18Bd7I>

1. How does the Chief Constable describe the events of the Easter weekend?
2. According to the mod (in the hat), what was the cause of the trouble?
3. Why do you think the media reports used the word 'battle'?
4. What might be the impact of the police and the media being present the next time the mods and rockers met?
5. What roles did Stan Cohen play during his research?
6. What were the 'three different worlds' that Cohen refers to?
7. According to Cohen, what is the significance of there being three different worlds?
8. According to Cohen, why was the media so crucial in this case study?
9. Why did the media exaggerate the situation?
10. What was the public response to the media coverage?
11. What was the impact of the media coverage on the mods and rockers?

Notes on media representation activity:

As well as the work of Stanley Cohen, more recently it has been suggested that there have been other moral panics in society too, these include the 2011 London Riots, the War on Terrorism as well as most recently the increase in knife crime.

Explain how the media may cause a moral panic in society with reference to the above examples and what impact will this have?

2011 London Riots

War on Terrorism

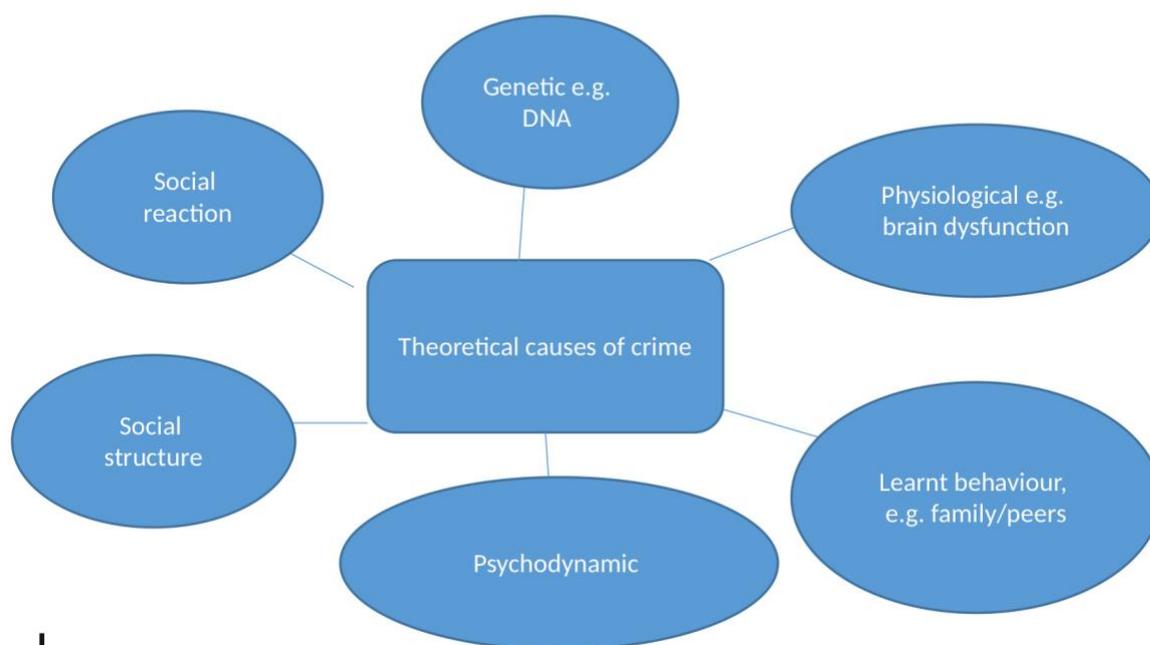
Knife crime

TASK 3

Criminologists have developed many theories about the causes of crime, but we can group them into three main types, biological, individualistic and sociological theories.

How do Criminologists try to explain behaviour

Looking at the diagram below think/research about the different explanations for criminal behaviour.



Make notes on each of the sections above - How do each of the theories explain criminal behaviour?

Complete the following activity on an example of biological explanations of criminality.

Learning objective

At the end of this activity you should be able to:

- understand how damage to the brain may affect a person's personality and so their likelihood of criminality.

Using the link below, answer the questions that follow.

<https://www.youtube.com/watch?v=MvpIRN9D4D4>

1. According to the clip, what was Phineas Gage like before the accident?
2. What did Phineas Gage's accident mean for understanding the brain?
3. Briefly outline what happened to Phineas Gage.
4. How long did it take for Gage's wound to heal?
5. What could Gage do normally after the accident?
6. What aspects of Gage's personality changed after the accident?
7. Why was Gage fired from his job?
8. Why was Gage kept away from women and children?
9. What was the 'vital force' theory and how does Gage's case support this theory?
10. What did the 'localisers' think about the brain and how does Gage's case support their theory?
11. Briefly explain why both theories about the brain are partly true.
12. From recent studies, what is the impact of frontal lobe damage?
13. How does this case help us to understand how brain damage might affect criminality?

Complete the following activity on an example of individualistic explanations of criminality.

Social learning theory

Learning objective

At the end of this activity you should be able to:

- Describe Bandura's research and explain its importance.

A. Using the link below, answer the questions that follow.

<https://www.youtube.com/watch?v=PstIJyox0Kg>

1. What was Bandura curious to learn?
2. What is a Bobo doll?
3. Briefly explain what Bandura did in his experiments.
4. What was Bandura trying to find out about the children?
5. What did the children in the experiment do to the Bobo doll?
6. What did the children's behaviour show?
7. Describe the criticism Bandura received about the experiment.
8. How did Bandura change his experiment after the criticism?
9. How did the children who had watched the Bobo video behave, compared with the children who had not?
10. What does this prove?
11. What is modelling?
12. What are role models?
13. What are the impacts of role models on children's behaviour?
14. Why is modelling so important?

The following activity is an example of sociological explanations of criminality.

Labelling

Learning objective

At the end of this activity you should be able to:

- understand how acts are defined as deviant and the consequences of labelling.

Using the link below, answer the questions that follow.

<https://www.youtube.com/watch?v=QHSvZZ1pnm0>

1. What are the labels we give people based on?
2. What do these labels determine?
3. What does labelling theory focus on?
4. What is the legal classification of marijuana in the US and how did this affect the use of medical marijuana?
5. How and why has the view of medical marijuana changed?
6. How does the difference between how Sarah would be labelled in Iowa and in Colorado show the importance of societal reaction in creating deviance?
7. What is the definition of (a) primary deviance and (b) secondary deviance?
8. How does labelling lead to a master status?
9. Can you think of one personal experience where you have either been the person labelling or the person labelled because an action was seen as deviant?
10. How did you or the person labelled respond to the label?
11. What is one action that society defines as deviant and has a strong reaction to?
12. What other labels does society give those identified as deviant?
13. How does the definition of deviance change depending on what community or culture you are in? (Look back at your work from Topics 1.1 and 1.2 to help you.)

Extension activity on theoretical explanations of causes of crime.

Biological examples

Lombroso	Sheldon
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Individualistic theories

Bowlby's maternal deprivation theory	Eysenck's personality theory
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Sociological explanations

Functionalism - Durkheim	Marxism
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TASK 4

Roles of personnel involved in criminal investigations

Explain the roles of the following personnel involved in criminal investigations as well as the strengths and limitations of their position.

Personnel	Strengths	Limitations
Police officers		
Crime scene investigators		
Forensic scientists		
Forensic pathologists		
Crown Prosecution Service		

Examine the rights of individuals in criminal investigations.

- The rights of a suspect -

- The rights of a victim -
- The rights of a witness -

Describe trial processes.

Define the following key terms:

- A magistrate -
- Bail -
- Remand in custody -
- Plea bargaining -
- An appeal -

Research the different types of courts in the UK and give examples of each one.

Magistrates Court-

Crown Court -

The Supreme Court -

The Court of Appeal -

