

RIVERS TRANSITION CHALLENGE 2025

SUBJECT: Criminology

Course details: WJEC Exam Board

Qualification: Level 3 Diploma

Teacher for Criminology:

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YOUR CHALLENGES:

**Challenge 1:**

Research and record notes on the different types of crimes that exist. Look at how crime has changed and increased in the UK.

Use this link to assist you: https://www.cps.gov.uk/cps/crime-info

**How this links to the specification:** This provides a background to crime and the way criminals think. This will help in our first unit which looks at the changing awareness of crime.

**Time guide: 2 hrs**

**Assignment deadline: 1st September**

**EXEMPLARS: GRADES A-E: See grade descriptors after the three challenges**

**SUPPORT:** Use the internet if you need further clarification and depth to your research so that you have a clear understanding of what the situation in the UK and different crimes that exist and their impact.

**Challenge 2:**

Research and record notes on these biological theories of crime: ​

Phrenology (Lombroso)​

Somatotypes (Sheldon)​

Neurochemistry (Scerbo and Raine)​

​Once you have noted these theories, evaluate their strengths and weaknesses.

**How this links to the specification:** This will help give some background to researching criminological theories which will be studied in Unit 2. You will look how what ‘makes’ a criminal.

**Time guide: 2 hrs**

**Assignment deadline: 1st September**

**EXEMPLARS: GRADES A-E: See grade descriptors after the three challenges**

**SUPPORT: Use the internet if you need further clarification and depth to your research so that you have a clear understanding of what the situation in the UK and different crimes that exist and their impact.**

**Grade descriptors:**

**E grade descriptor**

Learners demonstrate basic knowledge of the criminal justice sector and have gained a

basic understanding of criminal behaviour and the purpose of the criminal justice sector.

Learners apply limited knowledge, understanding and skills to crime-related issues.

Learners collect information using given techniques and use a limited range of relevant

information sources. They carry out some basic analysis of crime-related issues and

problems. Learners evaluate evidence to draw basic conclusions about relevant crime

related issues. Learners use written communication which is adequate to convey meaning

but which may be expressed in a non-specialist way.

**C grade descriptor**

Learners demonstrate clear knowledge of the criminal justice sector and have gained a

sound understanding of criminal behaviour and the purpose of the criminal justice sector.

Learners apply knowledge, understanding and skills to crime-related issues. Learners

collect information independently and use a range of relevant information sources. They

carry out some analysis of crime-related issues and problems. Learners evaluate evidence

to draw valid conclusions about relevant crime-related issues. Learners use written

communication which conveys meaning with use of some specialist vocabulary.

**A Grade descriptor**

Learners demonstrate a depth of knowledge of the criminal justice sector that shows

thorough understanding of criminal behaviour and the functions of the criminal justice sector.

Learners apply knowledge, understanding and skills accurately and independently to a

range of crime-related issues. Learners undertake research using a range of techniques

and use a wide range of relevant information to analyse crime-related issues and problems.

Learners evaluate evidence to draw valid conclusions and make reasoned judgements about

crime-related issues. Learners use written communication which is well-structured and

clearly expressed, with appropriate specialist vocabulary

HOW DO I HAND IN:

Your work must be handed in as paper copies on the first class in September

HOW AM I MARKED?

You are graded using A-E using the WJEC grade descriptors. You will be internally and externally assessed.

The tasks are tricky because it’s Sixth Form and KS5 study and there is a big jump. You will need to spend significant time learning the concepts and techniques and then organise them into solid answers to questions

HOW AM I MARKED?

We would expect new students to any course to be sitting at the bottom of the grading structure, BUT! There are certain activities that you will be familiar with and will do better with even though it's just the start of the course. Please don't worry if you receive Us and Es. Even to get an E at A Level is given credit by universities.

WHAT IF I GET STUCK?

Then email me, my email is in the title of this sheet, we know some things are tricky and are here to help!

WHAT IF I MISS A DEADLINE OR DON’T HAVE I.T?

THEN YOU NEED TO LET ME KNOW WAY IN ADVANCE SO WE CAN SUPPORT YOU, IF YOU JUST MISS THE DEADLINE YOU ARE RISKING YOUR COURSE OFFER.

SUPPORTING MATERIAL

Look in the pack. All the documents you might need to support you are there. That does not mean all the information is, that you will need to read and research yourself.

**THAT’S IT! Good luck and don’t miss your deadlines!**