National Unit Specification

General information

Unit title: The History and Development of Criminology
(SCQF level 5)

Unit code: J48G 45

Superclass:	EE
Publication date:	May 2020
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This unit is designed to introduce learners to the historical development of criminology as an academic discipline. The learner will develop an understanding of the wide and varied development of theories and concepts concerning the nature of crime and the criminal throughout time. The intention is to provide a general introduction to the broad development of the usefulness of the discipline in explaining crime and criminality rather than an exhaustive analysis.

The target learner group is anyone interested in the history and development of criminology. Progression opportunities, on successful completion of this unit, include possible entry to a range of social sciences awards and units at SCQF level 6.

This unit is part of the National Certificate (NC) in Social Sciences at SCQF level 5 and the National Progression Award (NPA) in Criminology at SCQF level 5. It can also be taken as a free-standing unit.

Outcomes

On successful completion of the unit the learner will be able to:

1   Describe the contribution of philosophy and biology to the early development of criminology.
2   Describe the contribution of sociology and psychology to 20th century criminology.

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Credit points and level

1 National Unit credit at Scottish Credit and Qualifications Framework (SCQF) level 5:
(6 SCQF credit points at SCQF level 5)

Recommended entry to the unit

Entry to this unit is at the discretion of the centre. Learners do not need prior knowledge and experience of criminology, but prior study in communication and/or social subjects would be advantageous.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

This unit is part of the National Certificate (NC) in Social Sciences at SCQF level 5 and the National Progression Award (NPA) in Criminology at SCQF level 5.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

National Unit Specification: Statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Describe the contribution of philosophy and biology to the early development of criminology.

Performance criteria

(a)   Describe a contribution of the classical school.
(b)   Describe a contribution of early biological approaches.

Outcome 2

Describe the contribution of sociology and psychology to 20th century criminology.

Performance criteria

(a)   Describe key sociological approaches in twentieth century criminology.
(b)   Describe key psychological approaches in twentieth century criminology.

National Unit Specification: Statement of standards (cont)

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Evidence requirements for this unit

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria correctly.

Assessment for both outcomes should be under open-book conditions and total approximately 800 words. If two separate assessment instruments are used, they should total 400 words each.

The emphasis in this unit is for the learner to provide evidence of knowledge and understanding of broad theoretical and conceptual developments in criminology over time rather than in depth coverage of specific theories or concepts.

Outcome 1

Written/oral or recorded evidence must be provided to include:

(a)   A description of a key contribution to the development of academic criminology from the classical school of thought.

(b)   A description of a key contribution of early biological positivism and the focus on the biological components of the criminal.

Outcome 2

Written/oral or recorded evidence must be provided to include:

(a)   A description of a key contribution of one sociological approach such as the work of functionalists or Marxist criminology.

(b)   A description of a key contribution of one psychological approach such as the psychodynamic approach or the behaviourist approach.

National Unit Support Notes

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Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

The use of what would now be described as torture and inhumane punishment, ad hoc unwritten 'laws' and absence of due process was common whilst not absolute across time and place before the Enlightenment. Examples might include regarding the atypical as evidence of demonic possession or witchcraft, 'wrongdoing' as sin and evidence of satanic influence and the use of 'trial by ordeal' as a means of getting to the 'truth'. It could also be noted that such practices are still in evidence today in some parts of the world and in times of conflict by so called 'civilised' societies. Examples might include the continued use of torture, waterboarding, white noise treatment and sleep deprivation.

The emergence of criminological thought is rooted in philosophy and in particular to eighteenth-century theorists, such as Cesare Beccaria and Jeremy Bentham, who were primarily concerned with reform of criminal law and the establishment of due process and humane, consistent and proportionate sentencing rather than other causes of crime. Their approach was underpinned by Enlightenment notions that individuals should be protected by the state in return for their acceptance of the law and that humans are rational and have freewill. Crime is then viewed as the breaking of the 'social contract' between the individual and the state.

In the late nineteenth century, the positivist school of criminology emerged somewhat in opposition to the classical school. Key thinkers include Cesare Lombroso, Enrico Ferri, and Raffaele Garofalo. It is envisaged that learners need not dwell on 'higher level' concepts such as positivism and it is therefore sufficient to refer to approaches as 'philosophical', 'biological'/'biophysiological' and 'sociological' or 'psychological' for this unit.

Biological/biophysiological criminology assumes that criminal behaviour can only be measured 'scientifically' by identifying criminal *types* through bio-physiological characteristics. An underpinning assumption here is that the individual criminal is born pathologically predisposed to criminality. This approach attempted to employ the objective and logical scientific approach taken in the natural sciences to the social sciences as evident in the work of Lombroso, Ferri, Garofalo or Sheldon. Early biological positivism has now largely been discredited and regarded as pseudoscience.

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Adolphe Quetelet (1796–1874) claimed that society 'prepares the crime, and the guilty are only the instruments by which it is executed.' This can be seen particularly in the area of functionalism and its interpretation of crime as functional, necessary and inevitable and caused by social factors. It could be highlighted to the learner that a general trend emerged towards a more radical or critical criminology where the focus of study changes from the criminal to the social and environmental causes of crime and to the class relations involved in the creation of crime and criminalisation of certain groups.

Early to mid–twentieth century approaches in general differed in their focus on methods that produce quantifiable and empirical data and research techniques. The attention switches to the external or social/societal and environmental causes and effects of criminal behaviour.

Sociological theories could include functionalism and Marxism.

Whilst Marx wrote in the nineteenth century the influence of his work became apparent in criminology in the early twentieth century. Theorists such as Willem Bonger focused on how capitalism and its unequal, oppressive and exploitative class relations caused crime. Other Marxists such as Kropotkin looked to how the law was created by the ruling class in order to protect its interests and control the masses in capitalist societies.

Psychological theories in this period might include those based on a Freudian perspective. He argued that criminals may have overpowering 'ids' or weak 'superegos', this may lead to a criminal 'ego'. Humans have instinctual drives that ensure survival such as 'thanatos' — the aggression instinct. This can be over developed in criminals he argued.

Later psychological theories of crime were influenced by 'behaviourists' such as B F Skinner who viewed behaviour (including criminal behaviour) as a result of internal or external 'operant conditioning'. Behaviour is learned and can therefore be unlearned they argued. Here Skinner's 'rats' experiment may be relevant. Russian psychologist Ivan Pavlov developed his theory around the concept of 'classical conditioning' and his 'dogs study' and should be included here as an example of classical conditioning.

Guidance on approaches to delivery of this unit

This unit lends itself to discrete outcome delivery and holistic assessment. Each aspect of the outcome can be delivered separately and built into a whole, for example through an individual PowerPoint presentation or written report. Each class can focus on one aspect and learners can produce that element before the next class.

One method of delivering the unit would be by using a chronological timeline. It should be highlighted to learners that developments haven't been entirely linear in that the legacy and influence of early theories can be seen in subsequent ones in their repudiation or acceptance.

Alternatively, a theoretical timeline could be used highlighting the changing focus of approaches from the individual's rights to their biology to sociological and psychological causes of crime. Again, it should be emphasised that these developments weren't entirely linear.

National Unit Support Notes (cont)

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Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Learners will undertake an individual open-book assessment which could take the form of a project, essay, portfolio, restricted response questions or report of approximately 800 words. It is anticipated that learner submissions would be made electronically through plagiarism-checking software such as *Turnitin* in order to authenticate learners' work.

There is a wide variety of methods of assessment that would allow learners to meet the knowledge and skills/performance criteria for this unit. Likely evidence types for this unit could include written essays or structured questions or individual oral presentation or poster exhibition including oral explanation of poster. Learners could also provide the Evidence Requirements in the form of an individual blog or creation of a website. Evidence can be provided in one form or in a combination of the suggested forms or any other method that meets the evidence requirements. A suitable assessment instrument should be chosen to allow the learner to demonstrate knowledge across the evidence requirements. Assessors should bear in mind that oral evidence must be recorded (either digitally/mechanically or scribed) to allow external verification.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at **www.sqa.org.uk/e-assessment**.

National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

The delivery and assessment of this unit may contribute towards the development of the following Core Skills:

Communication

Written Communication (Reading) at SCQF level 5. *Read, understand, and evaluate written communication.* Learners will have the opportunity to develop this component while undertaking research concerning different approaches to crime and criminality.

Written Communication (Writing) at SCQF level 4. *Produce a straightforward but detailed written communication.* Learners will have the opportunity to produce a written response.

Information and Communication Technology (ICT)

Accessing Information at SCQF level 4. *Use ICT effectively to access information within a range of straightforward tasks.* Learners will have the opportunity to develop this component when they access reliable sources regarding theoretical concepts used by criminologists.

Providing/Creating Information at SCQF level 4. *Use ICT effectively to perform a range of straightforward processing tasks.* Learners could present information in written responses, using ICT equivalent to PowerPoint or Word.

Problem Solving

Planning and Organising at SCQF level 5. *Plan, organise and complete a task.* Learners could be required to plan, organise and complete a cohesive written or oral presentation on their research into the historical development of criminology.

Working with Others

Working Co-operatively with Others at SCQF level 5. *In interactions, work with others co-operatively on an activity and/or activities.* Research tasks also enable learners to work with others to explore the history and development of criminology.

Essential skills

By adopting the above learning and teaching approaches and through the outcomes and corresponding evidence requirements, the unit should provide learners with opportunities to develop the following essential skills for life, learning and work:

♦ **Employability** — through the ability to select key information from a wide range and to communicate this fluently and logically. Employability skills could be developed through research tasks by identifying critical information in a large document, for example, and being able to present information in a concise and logical manner.

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♦ **Citizenship** — the unit provides opportunities to demonstrate citizenship skills specifically in terms of describing the various focus points on the rights of individuals and the state in approaches to criminality. There is the opportunity to develop critical thinking and debate through discussion thereof. Learners should be encouraged to think of their attitude to criminals, society's attitude to criminals historically and cross-cultural attitudes to criminals.

♦ **Sustainability** — digital media may be used for tutor/learner communication and submission of work. Working practices could be reviewed to ensure environmental sensitivity, recycling, and waste reduction.

History of changes to unit

Version	Description of change	Date

General information for learners

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This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Unit overview

The unit provides you with an understanding of the wide and varied contributions from other subject areas to the historical development of criminology as an academic discipline.

Outcomes

1   Describe the contribution of philosophy and biology to the early development of criminology.
2   Describe the contribution of sociology and psychology to 20th century criminology.

Content, knowledge and skills

You will trace the early historical development of criminology by looking at contributions from philosophy and biology before turning to early to mid–20th century developments from sociology and psychology. Whilst doing so you will have the opportunity to look at theories and research on criminality from each of these perspectives. Finally, you will select key contributions from each of these subject areas to the development of criminology as an academic discipline. Criminology is essentially multi-disciplinary and benefits greatly from a wide and varied range of approaches.

Assessment

Assessment for this unit will be done under open-book conditions and there may be one larger assessment or two shorter assessments adding up to around 800 words in total.

Core Skills and other essential skills

As you progress through the unit material, you will be encouraged to develop the Core Skills of *Communication* at SCQF level 5, *Working with Others* at SCQF level 5, *Problem Solving* at SCQF level 5 and *Information and Communication Technology* (ICT) at SCQF level 4.

You may also be given opportunities to develop key employability skills, as well as develop an awareness and understanding of citizenship and sustainability.

Recognition/Progression

There is no professional recognition associated with this unit. If your centre is delivering this as a free-standing unit or with other SCQF level 5 criminology units, they may help you enter other social science courses. You may be able to progress to the National Progression Award (NPA) in Criminology at SCQF level 6.

The National Certificate (NC) in Social Sciences at SCQF level 6 is designed for those who have completed the National Certificate (NC) in Social Sciences at SCQF level 5 and who wish to develop their knowledge and skills to progress to Higher National (HN) or to gain entry to university or employment.