



Curriculum Map 2023-24



Scheme of work: Criminology Unit 2 Year 12

https://criminology.uk.net/wp-content/uploads/2022/12/Criminology_student-WB-U2.pdf

workbook that contains activities & worksheets.

<https://criminology.uk.net/book-one-activities/>

activities with worksheets

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
1.1 Compare criminal behaviour and deviance	<p>After studying this Topic, students will be able to:</p> <p>Compare criminal behaviour and deviance:</p> <p>Criminal behaviour</p> <ul style="list-style-type: none"> • social definition • legal definition • formal sanctions against criminals • variety of criminal acts <p>Deviance</p> <ul style="list-style-type: none"> • norms, moral codes and values • informal and formal sanctions against deviance • forms of deviance <p>Understand: 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.</p>	<p>Getting started activity p77</p> <p>Activity p77 Norms</p> <p>Activity p78 Defining deviance</p> <p>Activity p79 Sanctions against deviance</p> <p>Activity p82 Sentencing</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp77-83</p>	<p>Activity p77 Norms</p> <p>Activity p78 Moral codes</p>	<p>Preparing for the exam questions p83</p> <ol style="list-style-type: none"> 1. describe two formal sanctions against criminals. (4 marks) 2. Explain the difference between deviance and crime, using examples of each. (7 marks) <p>The book contains question advice.</p> <p>Examples questions students can practice in class before formal assessment:</p> <ol style="list-style-type: none"> 1. Explain why it is difficult to define the word crime (4 marks) 2. Explain the term deviance and use examples to support your comments (4 marks) 3. Describe formal sanctions against criminals (4 marks)

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	<p><i>Synoptic links: Students should also understand the impact of reporting on public perceptions of crime and deviance</i></p>				<p>4. Explain, with examples, the connection between the term's crime and deviance (6 marks)</p> <p>5. Compare criminality and deviance with reference to relevant examples (5 marks)</p>
<p>Suggested activities</p> <p>Ask the learners what they think is meant by the term 'crime'. Outline the social and legal definitions of crime.</p> <p>Make a list of 5 crimes varying in seriousness. Make a table showing the crimes listed and the punishment for each crime.</p> <p>Create a mind map showing the different types of crimes in England and Wales. Consider fatal offences, non-fatal offences against the person, property offences, sexual offences, public order offences, road traffic offences, drug offences, etc.</p> <p>Explain what is meant by the term deviance. Ask the learners whether they think the people in these pictures are deviant or criminal:</p> <p>http://www.google.co.uk/search?q=punk+rockers&hl=en&client=firefox-a&hs=ITt&r!s=org.mozilla:enGB:official&prmd=imvns&tbn=isch&tbo=u&source=univ&sa=X&ei=iTt7T6WOKsPZ8QPP-NnTCA&ved=0CG8QsAQ&biw=1280&bih=570</p>					<p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson. For example Lesson 1 – key terms: compare, crime, deviance, actus reus, mens rea.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
		<p>How does our society treat the individuals in the pictures? How would the individuals in class treat them if they met them in the street?</p> <p>Create a Venn diagram (two overlapping circles) Create a Venn diagram (two overlapping circles) label one circle as deviant and the other as criminal. Add acts that are deviant, acts that are criminal and acts that are both deviant and criminal. Use below as examples.</p> <p>Examples:</p> <ul style="list-style-type: none"> Speeding Burglary Naked sunbathing Robbery Smoking Theft Stealing from a friend Hoarding newspapers Excessive washing of hands. Downloading of music Murder Cross-dressing <p>Create a short portrait gallery of images of known criminals and images of people who may look unusual but who are not necessarily crime breakers. Show the images to a small convenience sample of people and ask for their reactions. Watch the short clip at https://www.youtube.com/watch?v=BO6PQHGXnIk</p>			

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1.2 Explain the social construction of criminality	<p>After studying this Topic, students will be able to:</p> <p>Explain the social construction of criminality including the following:</p> <ul style="list-style-type: none"> • 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 <p><i>Synoptic links: Students should understand how media and campaigns for change contribute to social constructions of criminality and unreported crime.</i></p>	<p>Getting started activity p84</p> <p>Activity p84 social construction</p> <p>Activity p86 adultery</p> <p>Activity p88 Legalising drugs</p> <p>Activity p89 Gun control</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp84-93</p>	<p>Activity p86 Adultery</p> <p>Question p87</p> <p>Activity p90 Legal age limits</p> <p>Activity p92 You be the judge</p>	<p>Preparing for the exam question p93 – 9 marks – you will need to get this from the book. There is an example answer provided.</p>

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<p>Suggested activities</p> <p>Individual research into laws from different cultures. Look at women jailed for moral crimes in Afghanistan http://www.hrw.org/news/2013/05/21/afghanistan-surge-women-jailed-moral-crimes</p> <p>Look at the website and find the 'strange' laws. http://news.bbc.co.uk/1/hi/wales/6204511.stm and http://www.telegraph.co.uk/news/uknews/1568475/Ten-stupidest-laws-are-named.html</p> <p>(activity laws over time 2.2) students from their own knowledge or research, complete the table regarding laws in England and wales since 1950. Give brief details of the changes.</p> <p>Make a list of actions that are criminal in the UK and legal in the USA and actions that are legal in the UK and criminal in the USA.</p> <p>(Activity quiz 2.3) students attempt the quiz, selecting the appropriate answers some may have more than one answer.</p> <p>Research the case of Ruth Ellis. Ellis was convicted of murder and was hanged in 1955. Questions should focus on whether, according to the article, Ellis should have been convicted of murder or manslaughter.</p> <p>Explain why this judgement is made. Complete further research on the Ellis case and decide how she could have been defended from being hanged.</p> <p>Research the offence of bigamy and discover where in the world it is legal.</p> <p>Learners are to be the Judge in exemplar criminal cases. What sentences would they pass and why? Is it appropriate to the crime?: http://ybtj.justice.gov.uk/</p> <p>Create a Venn diagram showing some laws from this country that can be transferred to another country and those that cannot.</p>					<p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
2.1 Describe biological theories of criminality	<p>After studying this Topic, students will be able to:</p> <p>Describe biological theories including:</p> <ul style="list-style-type: none"> genetic theories such as; Jacobs XYY study, twin and adoption studies physiological theories such as; Lombroso, Sheldon 	<p>Getting started activity p94</p> <p>Activity p97 Twin and adoption studies</p> <p>Activity p98 Brain injury</p> <p>Activity p98 Testosterone</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp94-99</p>	<p>Questions p96</p> <p>Question p97</p> <p>Question p97</p> <p>Activity p99 Serotonin</p>	<p>Preparing for the exam questions p99</p> <p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
<p>Suggested activities</p> <p>Individual research into the key theorists using genetic and physiological approaches. Useful exemplars of this approach to criminology include Lombroso and Sheldon: http://www.cerebromente.org.br/n01/frenolog/lombroso.htm</p> <p>http://www.psychotron.org.uk/newResources/criminological/A2_A_QB_crim_physiologicalTheories.pdf</p> <p>Explain why the case of Phineas Gage may be relevant to Biological theories of crime http://www.youtube.com/watch?v=MvpIRN9D4D4</p> <p>Make notes of the main finding found in the report on criminal offending and brain injury carried out by The Disabilities Trust http://www.thedtgroup.org/foundation/news/almost-half-of-male-offenders-have-a-brain-injury.aspx</p> <p>Research serotonin and its effects on behavior. Consider how levels can be altered by dietary control and why it might be appropriate to alter the levels.</p> <p>Carry out the following task. The chef at a local Young Offenders Rehabilitation Unit wants some suitable diets for people with aggressive tendencies, he has approached you for advice, send an email with your recommendations.</p>					
<p>2.2 Describe individualistic theories of criminality</p>	<p>After studying this Topic, students will be able to:</p> <p>Describe individualistic theories including:</p> <ul style="list-style-type: none"> • learning theories e.g. Bandura • psychodynamic e.g. Freud • psychological theories e.g. Eysenck 	<p>Getting started activity p100</p> <p>Activity p101 Id, ego and superego</p> <p>Activity p104 Operant conditioning</p> <p>Activity p105 Social learning theory</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp100-106</p>	<p>Question p101</p> <p>Question p102</p> <p>Activity p102 The Eysenck Personality Questionnaire</p> <p>Question p103</p> <p>Activity p105 Criminal personality theory</p>	<p>Preparing for the exam question p106</p> <p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

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Suggested activities

Individual research into key theorists using psychological approaches. Useful exemplars of this approach include: Bandura (social learning), Freud (psychodynamic) and Eysenck (psychological theories) Kohlberg (moral development).

Information, presentations, activities and work sheets can be found at: <http://www.psychotron.org.uk/>

Watch Bandura's bobo doll experiment: <https://www.youtube.com/watch?v=dmBqwWIJg8U>

Heinz Dilemma - Kohlberg's stages of Moral Development (Interactive Animation) at: <https://www.youtube.com/watch?v=5czp9S4u26M>

Useful handout on 'Psychodynamic theories of offending' at: http://www.psychotron.org.uk/newResources/criminological/A2_AQ_B_crim_psychodynamicTheories.pdf

Collect some crime reports from newspapers, magazines or the internet. Analyse the content, specifically look for any reference to the **childhood** of the offender[s] in order to identify any possible reference to traumatic or emotionally painful events such as periods of separation from parent[s].

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<p>Create a magazine cover using one approach to an understanding of crime.</p>					

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
2.3 Describe sociological theories of criminality	<p>After studying this Topic, students will be able to:</p> <p>Describe sociological theories including:</p> <ul style="list-style-type: none"> • social structure e.g. Marxism, functionalism • interactionism e.g. labelling • realism e.g. left and right realism 	<p>Getting started activity p107</p> <p>Activity p110 Labelling</p> <p>Activity p112 Marxism and crime</p> <p>Activity p115 Foucault</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp107-116</p>	<p>Activity p108 The functions of crime</p> <p>Question p109</p> <p>Question p112</p> <p>Question p113</p> <p>Question p114</p> <p>Question p115</p>	<p>Preparing for the exam questions p116</p> <p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

Suggested activities

Make notes about the Functionalist approach to criminality at: <http://www.slideshare.net/RSJones/crime-and-deviance-functional-approach?related=2>

Slideshow summarising social structure and crime: <http://www.slideshare.net/jenvogt/social-theories-of-crime>
Merton's Strain theory <https://www.youtube.com/watch?v=fvVd9oOxTm8>

Make notes about the labelling theory: <http://www.historylearningsite.co.uk/sociology/crime-and-deviance/the-labelling-theory/>
Then in groups write a short play or script to show this theory in action.

<http://www.sociology.org.uk/pcdevmx.pdf> - Is a handout which summarises the Traditional Marxist Perspectives on Crime and has several activity tasks

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3.1 Analyse situations of criminality	<p>After studying this Topic, students will be able to:</p> <p>Analyse situations relating to:</p> <ul style="list-style-type: none"> • different types of crime • individual criminal behaviour <p>Have knowledge of a range of crimes for example, crimes against the person/property, white collar, corporate crime, etc.</p> <p>Analyse a range of crimes and criminal behaviour and understand possible causes through the application of the theories learned for LO2.</p>	<p>Getting started activity p117</p> <p>Activity p118 Corporate crime 1</p> <p>Activity p122 Corporate crime 2</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp117-124</p>	<p>Activity p119 Applying Marxist theory to the Ford Pinto case</p> <p>Activity p121 Applying biological theories to Darren's case</p> <p>Activity p122 Applying psychoanalysis to Sharon's case</p>	<p>Preparing for the exam question p124</p> <p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>
<p>Suggested activities</p> <p>Research the childhood backgrounds of any notorious serial murderers such as Fred West or Harold Shipman. The focus should be on life history and not subsequent crimes.</p> <p>Which theory of criminality could account for their criminal behaviour?</p> <p>Divide the class into small groups and each one is to study a different crime (other than murder) and seek possible causes for the crime referring to the range of theories already discussed: burglary, rape, white collar crime, drugs offences and alcohol related crime.</p> <p>Class discussion: 'To what extent did childhood experiences either indicate developing problems or appear to contribute to the later offending behaviour?'</p> <p>Identify the difference between crime that has a high degree of tolerance (underage drinking and sexual activity) and crimes that are universally condemned (murder, child abuse). What differences are there in control techniques?</p>					

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<p>Is it possible to identify potential offenders before they offend? http://www.theguardian.com/society/2008/mar/16/youthjustice.childr en Take one specific well-known case or recent situation from the newspapers or a recent moral panic and consider it from each of the perspectives.</p>					
<p>3.2 Evaluate the effectiveness of criminological theories to explain causes of criminality</p>	<p>After studying this Topic, students will be able to: Evaluate the effectiveness of criminological theories to explain causes of criminality including:</p> <ul style="list-style-type: none"> • individualistic • biological • sociological 	<p>Getting started activity p125 Activity p133 Evaluating cognitive theories Activity p137 Evaluating theories of crime</p>	<p>Webb & Townend , <i>Criminology Book One</i>, pp125-137</p>	<p>Activity p126 Criticisms of Lombroso Question p126 Question p127 Question p131 Question p132 Questions p134 Question p135 Question p136</p>	<p>Preparing for the exam question p137</p>

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<p>Suggested activities</p> <p>Create a wall display assessing the strengths and weaknesses of the theories in terms of explaining crime</p> <p>Evaluation of labelling theory: http://www.slideshare.net/smccormac7/labelling-theory?next_slideshow=1</p> <p>Evaluation of biological theories: http://www.markedbyteachers.com/as-and-a-level/sociology/an-evaluation-on-the-biological-theories-of-crime.html</p> <p>Handout containing an evaluation of Eysenck's theory http://www.psychotron.org.uk/newResources/criminological/A2_AQ_B_crim_EysenckTheory.pdf</p>					
<p>4.1 Assess the use of criminological theories in informing policy development</p>	<p>After studying this Topic, students will be able to:</p> <p>Assess the use of criminological theories in informing policy development.</p> <p>Criminological theories</p> <ul style="list-style-type: none"> • individualistic • biological • sociological <p>Policy development</p> <ul style="list-style-type: none"> • informal policy making • formal policy making <ul style="list-style-type: none"> o crime control policies o state punishment policies <p>Apply their knowledge of each of the theories and assess their use in informing policy on crime. This could include, for example, penal populism, zero tolerance, CCTV, restorative justice, multi-agency approach.</p>	<p>Getting started activity p138</p> <p>Activity p139 Treating drug addiction</p> <p>Activity p140 The ethics of biological policies</p> <p>Activity p140 Psychoanalysis</p> <p>Activity p141 Aversion therapy</p> <p>Activity p142 Cognitive behavioural therapy</p> <p>Activity p146 Does prison work?</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp138-148</p>	<p>Activity p143 Improving benefits</p> <p>Activity p147 Left and right realism</p> <p>Activity p148 The surveillance debate</p>	<p>Preparing for the exam questions p148</p> <p>Requirements</p> <p>Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

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<p data-bbox="206 268 421 292">Suggested activities</p> <p data-bbox="206 300 1619 331">What is social policy? Hold class discussion including which social policies are most important and why?</p> <p data-bbox="206 387 1760 419">Consider the theories of criminality and the related crime control policies, which ones have been more successful?</p> <p data-bbox="206 435 1843 507">Biological theories - in pairs, one learner to consider the death penalty and the other eugenics. Both to research policy development and then to teach each other their topic.</p> <p data-bbox="206 563 1720 675">Individualistic theories - Psychoanalysis: http://www.simplypsychology.org/psychoanalysis.html http://www.psychanalysis.org.uk/about_psa.htm Harrower, J. [1998]. Applying psychology to crime/. Hodder Stoughton. London</p> <p data-bbox="206 722 1211 802">Behaviour modification http://www.youtube.com/watch?v=e7prKdC99mc http://www.nij.gov/journals/265/pages/therapy.aspx</p> <p data-bbox="206 850 1888 922">Divide the class into small groups who each select a different sociological approach to crime control - groups to prepare a power point presentation on selected method to rest of class. Ideas could include :</p> <p data-bbox="206 930 1906 1042">Custodial sentences: https://www.howardleague.org/fileadmin/howard_league/user/pdf/Consultations/Response_to_Breaking_the_Cycle.pdf http://www.americasquarterly.org/content/harsher-prison-sentences-dont-curb-crime</p> <p data-bbox="206 1090 1861 1121">Non-custodial sentences: http://www.psychotron.org.uk/newResources/criminological/A2_AQ_B_crim_nonCustodial.pdf</p> <p data-bbox="206 1169 1301 1201">Restorative Justice: http://restorativejustice.org.uk/what-restorative-justice</p> <p data-bbox="206 1249 1126 1281">Zero-tolerance - http://www.bbc.co.uk/news/mobile/uk-14531650</p> <p data-bbox="206 1329 1675 1361">CCTV - http://library.college.police.uk/docs/what-works/What-works-briefing-effects-of-CCTV-2013.pdf</p>					

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
4.2 Explain how social changes affect policy development	After studying this Topic, students will be able to: Explain how social changes affect policy development including: <ul style="list-style-type: none"> • social values, norms and mores • public perception of crime • structure of society e.g. demographic changes • cultural changes 	Getting started activity p149 Activity p149 Norms Activity p151 Campaigns and changing views Activity p153 Demographic change and policy	Webb & Townend , <i>Criminology Book One</i> , pp149-155	Activity p155 The impact of cultural change on policy	Preparing for the exam question p155 <u>Requirements</u> Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson. Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
<p>Suggested activities</p> <p>Think like a criminologist: Look for cases or laws that have changed the way that people think about the nature of crime. Do they reflect changes in the law or do changes in the law reflect changes in the way that people think about crime? Specific example: The laws regarding homosexuality in the UK. Why were they introduced? What was the impact on behaviour? Why were they eventually repealed? How has that impacted on attitudes to homosexuality in the UK? Sources of information: http://www.stonewall.org.uk/at_home/history_of_lesbian_gay_and_bisexual_equality/default.asp Attitudes to domestic violence has changed significantly over time. http://www.theguardian.com/society/2013/jan/01/domestic-abuse-changing-conversation and http://www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200400001&itemid=1402</p> <p>Other useful examples could involve laws relating to Equality Legislation such as the Disability Discrimination Act (DDA) or regulations relating to hate crime.</p> <p>The impact of the Stephen Lawrence case on policing and racism can be studied: http://news.bbc.co.uk/1/hi/english/static/stephen_lawrence/timeline.htm and other related news stories can be seen at: http://news.bbc.co.uk/1/hi/special_report/1999/02/99/stephen_lawrence/285357.stm</p>					
<p>4.3 Discuss how campaigns affect policy making</p>	<p>After studying this Topic, students will be able to:</p> <p>Discuss how campaigns affect policy making including:</p> <ul style="list-style-type: none"> • newspaper campaigns • individual campaigns • pressure group campaigns <p><i>Synoptic links: Students should use their knowledge and understanding of campaigning for change learned</i></p>	<p>Getting started activity p156</p> <p>Activity p158 Clare's Law</p> <p>Activity p159 Double jeopardy</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp156-161</p>	<p>Activity p160 Pressure group campaigning</p>	<p>Preparing for the exam question p161</p> <p>Requirements Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>

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	through Unit 1 to consider its effect on different types of policies.				

Suggested activities

Learners research and produce a resource illustrating a local or national campaign that influences policy making at a local or national level.

Law on double jeopardy and changes introduced by Criminal Justice Act 2003. See case of Billy Dunlop

<http://news.bbc.co.uk/1/hi/england/tees/5412264.stm>

The Child Sex Offenders Disclosure Scheme - as a result of the 'Sarah's Law' campaign <http://www.bbc.co.uk/news/uk-25489541>

The Domestic Violence Disclosure Scheme - as a result of 'Claire's Law'

<http://content.met.police.uk/Article/Domestic-Violence-Disclosure-Scheme---Claires-Law/1400022792812/1400022792812>

Campaign to introduce an assisted suicide law - see Lord Falconer's Bill <http://services.parliament.uk/bills/2014-15/assisteddying.html>

Synoptic links:

Topic	Learning Objectives	Class Activities	Resources	Independent Activities	Assessment after each AC.
<p><i>Learners should use their knowledge and understanding of campaigning for change learned through Unit 1 to consider its effect on different types of policies. Exam question application</i></p>					
<p>Preparing for the Unit 2 exam</p>	<p>After studying this Topic, students will be able to: Be prepared for the unit 2 exam</p>	<p>Get organised p162</p>	<p>Webb & Townend, <i>Criminology Book One</i>, pp162-163</p>	<p>Activity p163 Practice exam paper</p>	<p>Practice exam paper p163</p> <p>Requirements Ensure students have a checklist of key terms that they are either provided or ask them to create each lesson.</p> <p>Students need to be presented with exam questions and responses – this will be uploaded on the t-drive with exam tips from the book.</p>