



Curriculum Map 2023-24

Scheme of work: Criminology Unit 4 Year 13

[UNIT-4.pdf \(criminology.uk.net\)](#)

Teachers	Topic	Learning Objectives	Class Activities	Synoptic link	Resources	Independent Activities	Assessment
	1.1 Describe processes used for law making	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none">- Describe processes used for law making including:<ul style="list-style-type: none">• government processes• judicial processes- Know the legislative process and the role of judges in making criminal law. <p><i>Synoptic links: Students should relate this to the review of verdicts in criminal cases in Unit 3 and campaigns and changes in policy learned in Unit 1.</i></p>	<p>Getting started activity p87</p> <p>Activity p88 Parliamentary democracy</p> <p>Activity p91 Statutory interpretation</p>	<p>Unit 3 – be able to review verdicts in criminal cases from unit 3 and campaigns and changes in policy from unit 1.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp87-92</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p89 How laws are made</p>	<p>Preparing for the exam question p92</p>

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		<p>Suggested Activities</p> <p>Explore online: Watch the YouTube clip ‘6 legislation and judge make law’ by the Victorian law reform (https://www.yuotube.com/watch?v=x0e8cJkUTEU) to understand the differences between parliamentary and judge-made law</p> <p>Explore online: watch the video clip ‘making laws’ on the parliament.uk website (https://www.parliament.uk/education/about-your-parliament/how-laws-are-made/) and make a brief summary of law-making by parliament.</p> <p>Activity 4.1: To help students to understand some important terms in the process of government law-making, write a sentence using each of the following terms: Bill Debate Legislation Proposal Monarch Commons Democratic Lords</p>				<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment</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>1.2 Describe the organisation of the criminal justice system in England and Wales</p>	<p>After studying this Topic, students will be able to:</p> <p>- Describe the organisation of the criminal justice system in England and Wales including:</p> <ul style="list-style-type: none"> • police • law creation • courts • formal punishment • relationships <p>- Know the organisation and role of the agencies involved in criminal justice and consider the relationships between different agencies and the extent of co-operation that exists.</p> <p><i>Synoptic links: Students should draw on their learning in Unit 3 regarding the process taken to obtain verdicts in criminal cases and the roles of different personnel and agencies involved. Students can also draw on their learning of campaigns and changes in policy learned in Unit 1.</i></p>	<p>Getting started activity p93</p> <p>Activity p94 the probation service</p> <p>Activity p96 Relationships between agencies</p>	<p>Students should draw upon their learning from unit 3 regarding the process taken to obtain verdicts in criminal cases.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp93-96</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p96 The work of INQUEST</p>	<p>Preparing for the exam question p96</p>

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	<p>Suggested activities</p> <p>Activity 4.2:</p> <p>Pair task: students in pairs should spend 3 minutes creating a poster of relationships between different agencies in the criminal justice system. After this time, pass the poster on to the next pair for them to increase the detail. Continue this in fashion until all the posters are complete.</p>					<p>CHECKLIST: Are students able to;</p> <ul style="list-style-type: none"> Describe the organisation of the Criminal Justice System? Describe how the agencies are connected to each other or explain their relationship as a case proceeds through the court? 	<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>1.3 Describe models of criminal justice</p>	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Describe models of criminal justice including: <ul style="list-style-type: none"> • due process • crime control - Describe the theories of the two models of criminal justice. <p><i>Synoptic links: Students will draw on their understanding of criminological theories in Unit 2 and their review of criminal verdicts in Unit 3 to gain awareness of the application of these models.</i></p>	<p>Getting started activity p97</p> <p>Activity p98 Crime control and due process</p> <p>Activity p101 Miscarriage of justice</p>	<p>Unit 2 – draw upon knowledge of criminological theories.</p> <p>Unit 3 – criminal verdicts/#.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp97-101</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Question p97</p> <p>Question p98</p>	<p>Preparing for the exam question p101</p> <p><i>End of topic questions:</i></p> <ol style="list-style-type: none"> describe two models of justice [4 marks] describe the due process model of justice [3 marks] describe the key aspects of the crime control model [4 marks]

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		<p>Suggested activities</p> <p>Activity 4.3: worksheet shared in staff drive</p> <p>Activity 4.4 – in class, try to act out a police arrest and interview scene. However, first write a script that shows the crime control model and then a second similar script but with a focus on actions under the due process model</p>				<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment</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>2.1 Explain forms of social control</p>	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Explain forms of social control including: <ul style="list-style-type: none"> • internal forms <ul style="list-style-type: none"> ○ rational ideology ○ tradition ○ internalisation of social rules and morality • external forms <ul style="list-style-type: none"> ○ coercion ○ fear of punishment • control theory <ul style="list-style-type: none"> ○ reasons for abiding by the law - Understand different forms of social control with reference to theory. <p><i>Synoptic links: Students will need to relate their understanding to theoretical knowledge acquired through Unit 2. They should also be able to apply their understanding to situations studied in Units 1, 2 and 3.</i></p>	<p>Getting started activity p102</p> <p>Activity p103 Socialisation</p> <p>Activity p104 Social bonds</p>	<p>Students will need to relate their understanding to theoretical knowledge acquired through unit 2.</p> <p>Students should also be able to apply their understanding to situations studied in units 1,2 and 3.</p>	<p>Webb & Townsend, <i>Criminology Book Two</i>, pp102-106</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p105 forms of social control</p>	<p>Preparing for the exam question p106</p>

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		<p>Suggested activities</p> <p>Activity: Discuss in pairs the traditions in your families. How do they differ?</p> <p>Activity 4.5: in pairs, consider why you feel you should follow the rules and not break the law by explaining what internal influences make you act this way?</p> <p>Activity 4.6: worksheet provided in shared drive.</p> <p>Activity 4.7: using information from the lessons and textbook, answer the following questions. Discuss the reasons why individuals abide by the law [8 marks].</p>	<p>CHECKLIST:</p> <p>Are students able to.</p> <ul style="list-style-type: none"> • Give examples of internal social control • Explain how internal social control prevents crime, using terms such as rational ideology, tradition and internalization of social rules and morality • Give examples of external social control • Explain how social control prevents crime, using terms such as coercion, fear of punishment, deterrence and control theory • Briefly explain the theories put forward by Walter C. Reckless and Travis Hirschi. 				
	<p>2.2 Discuss the aims of punishment</p>	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Discuss the aims of punishment including: <ul style="list-style-type: none"> • retribution • rehabilitation • deterrence <ul style="list-style-type: none"> ○ prevention of reoffending ○ deterrence of others from committing similar crimes • public protection • reparation - Explain each of the aims of punishment. <p><i>Synoptic links: Students should be able to consider these aims in the context of the criminological theories learned in Unit 2.</i></p>	<p>Getting started activity p107</p> <p>Activity p108 problems of retributive justice</p> <p>Activity p112 Restorative justice</p>	<p>Students should consider the aims in the context of the criminological theories learned in Unit 2.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp107-113</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p111 Boot camps</p>	<p>Preparing for the exam question p113</p>

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		<p>Suggested activities</p> <p>Explore online: Explore online the article 'David Cameron: All Sentences Must Have Element of punishment' by Rosa Prince (2012, 22 October), the Telegraph (https://www.telegraph.co.uk/news/politics/david-cameron/9625660/David-Cameron-all-nces-must-have-element-of-punishment.html) and write a short summary of I Cameron's views on the aims of punishment. views and ideas can be included in any question about retribution. Quoting ormer Prime Minister's view would attract credit in an exam situation.</p> <p>Activity: Research cases dealt with in your local court. Consider the aim of the sentences.</p> <p>Activity: Research the case of the abduction of Shannon Matthews. The estate where she lived, the Moorside, saw the community come together and carry out searches and marches to show the boundaries that they felt to be appropriate in the case.</p> <p>Activity 4.8: Read online 'UK Knife Crime Offenders Getting Longer Jail Sentences', an article from the Guardian by Damien Gayle (2018, 8 March) (https://www.theguardian.com/uk-news/2018/mar/08/uk-knife-crime-offenders-longer-jail-sentences). Consider which aims of punishment could be achieved by the sentences discussed.</p>				<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment.</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>2.3 Assess how forms of punishment meet the aims of punishment</p>	<p>After studying this Topic, students will be able to:</p> <p>- Assess how the forms of punishment meet the aims of punishment including:</p> <ul style="list-style-type: none"> • imprisonment • community • financial • discharge <p>- Assess how different forms of punishment meet the aims of punishment.</p> <p><i>Synoptic links: Students should be able to draw on their learning developed in Units 1, 2 and 3 in order to make objective evidence-based conclusions.</i></p>	<p>Getting started activity p114</p> <p>Activity p115 Indeterminate sentences</p> <p>Activity p121 The Thirsk rail crash</p>	<p>Students should be able to draw on their learning developed in units 1,3 and 3.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp114-121</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p114 Type of sentence</p> <p>Activity p119 Alternatives to prison</p>	<p>Preparing for the exam question p121</p>

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		<p>Suggested activities</p> <p>Activity 4.9: Worksheet provided on shared drive</p> <p>Explore online: Read 'Can Prison Work?' by Prisoner Ben (2015, 21 December) on the Guardian website (https://www.theguardian.com/commentisfree/2015/dec/21/can-prison-work-crime) and write a summary of the view of the writer about prison in no more than five sentences.</p>					<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment.</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>3.1 Explain the role of agencies in social control</p>	<p>After studying this Topic, students will be able to:</p> <p>- Explain the role of agencies in social control.</p> <p>Role:</p> <ul style="list-style-type: none"> • aims and objectives • funding • philosophy working practices <ul style="list-style-type: none"> ○ types of criminality ○ types of offenders ○ reach (local, national) <p>Agencies:</p> <ul style="list-style-type: none"> • government-sponsored agencies <ul style="list-style-type: none"> ○ police ○ CPS ○ judiciary 	<p>Getting started activity p122</p> <p>Activity p123 The Police Code of Ethics</p> <p>Activity p130 The Probation Service</p>	<p>Students should apply their understanding from Unit 3 to the criterion.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp122-132</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p131 Nacro</p>	<p>Preparing for the exam question p132</p>	

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		<ul style="list-style-type: none"> ○ prisons ○ probation • charities • pressure groups <p>- Identify agencies involved with social control and explain their role in achieving social control.</p> <p><i>Synoptic links: Students can apply their understanding from Unit 3 to this criterion.</i></p>					
		<p><u>Suggested Activities</u></p> <p>Activity 4.11: Worksheet provided on shared drive</p> <p>Activity 4.12: Worksheet provided on shared drive</p> <p>Activity 4.13: Worksheet provided on shared drive</p> <p>Activity 4.14: Worksheet provided on shared drive</p>				<p>Test yourself 1 – ask students to complete these questions – quick recap end of topic assessment.</p> <p>Test yourself 2– ask students to complete these questions – quick recap end of topic assessment.</p>	<p><u>Requirements</u></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>3.2 Describe the contribution of agencies to achieving social control</p>	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Describe the contribution of agencies to achieving social control including: <ul style="list-style-type: none"> • tactics and measures used by agencies <ul style="list-style-type: none"> ○ environmental <ul style="list-style-type: none"> ▪ design ▪ gated lanes ○ behavioural <ul style="list-style-type: none"> ▪ ASBO ▪ token economy ○ institutional ○ disciplinary procedures <ul style="list-style-type: none"> ▪ rule making ▪ staged/phased • gaps in state provision <p>- Understand the range of techniques used by the agencies and be able to examine their contribution.</p> <p><i>Synoptic links: Learners should apply their understanding of the following to the role of the different agencies:</i></p> <ul style="list-style-type: none"> • <i>policy and campaigns from Unit 1</i> • <i>criminological theories from Unit 2</i> • <i>the processes used to bring an accused to justice in Unit 3.</i> 	<p>Getting started activity p133</p> <p>Activity p135 Crime Prevention through Environmental Design</p>	<p>Unit 2 – individualistic theories.</p> <p>Unit 1 – the reasons for and consequences of unreported crime.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp133-143</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p137 The Panopticon today</p> <p>Questions p140</p> <p>Activity p142 New technology</p>	<p>Preparing for the exam question p143</p>

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		<p>Suggested activities:</p> <p>Explore online: Watch 'Crime Prevention Through Environmental Design (CPTED)' on Youtube (https://www.youtube.com/watch?v=Xetxsxylnk8) and add additional information to the table (Activity 4.15 – shared on shared drive).</p> <p>Activity 4.16: on shared drive.</p> <p>Activity 4.17: using the Prison Reform Trust's website, make brief notes of the differences in punishments for adult offenders and young offenders</p> <p>Activity 4.18: on shared drive.</p>			<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment.</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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	3.3 Examine the limitations of agencies in achieving social control	<p>After studying this Topic, students will be able to:</p> <p>- Examine the limitations of agencies in achieving social control including:</p> <ul style="list-style-type: none"> • repeat offenders/recidivism • civil liberties and legal barriers • access to resources and support • finance • local and national policies • environment • crime committed by those with moral imperatives <p>- Understand the limitations of social control agencies and able to examine the implications of these limitations.</p> <p><i>Synoptic links: Students should apply their understanding of criminological theories from Unit 2 in their examination of the limitations. Students will also draw on their understanding of policy and campaigns for change in examination of the limitations of agencies.</i></p>	<p>Getting started activity p144</p> <p>Activity p147 Prison riot</p> <p>Activity p151 The Suffragettes</p>	<p>The criminological theories considered in Unit 2 can be seen in the limitations in achieving social control.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp144-152</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p146 Civil liberties</p> <p>Question p146</p> <p>Activity p152 The Stansted 15</p>	<p>Preparing for the exam question p152</p>
		<p>Suggested activities:</p> <p>Activity 4.19: on shared drive</p>				<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment.</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-</p>

				drive with exam tips from the book.
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	3.4 Evaluate the effectiveness of agencies in achieving social control	<p>After studying this Topic, students will be able to:</p> <ul style="list-style-type: none"> - Evaluate the effectiveness of agencies in achieving social control including: <ul style="list-style-type: none"> • government sponsored agencies <ul style="list-style-type: none"> ○ police ○ CPS ○ judiciary ○ prisons ○ probation • charities • pressure groups - Draw together their learning to evaluate the success or failure of agencies in achieving social control. <p><i>Synoptic links: Students should apply the skill they developed in Unit 3 to evaluate information in terms of:</i></p> <ul style="list-style-type: none"> • <i>bias</i> • <i>opinion</i> • <i>circumstances</i> • <i>currency</i> • <i>accuracy.</i> <p><i>The types of evidence, as set out in Unit 3, include:</i></p> <ul style="list-style-type: none"> • <i>evidence</i> • <i>trial transcripts</i> • <i>media reports</i> • <i>judgements</i> • <i>Law Reports.</i> 	<p>Getting started activity p153</p> <p>Activity p161 Does prison work?</p> <p>Activity p164 Supporting women who offend</p>	<p>Unit 3, crime scene to courtroom, Cases: Colin Stagg, Stephen Lawrence and the Hillsborough investigations.</p> <p>Unit 1 – changing awareness of crimes, include the issue of the police not recording crimes and the past attitude of the police in domestic abuse crimes and honour crimes.</p>	<p>Webb & Townend, <i>Criminology Book Two</i>, pp153-165</p> <p>Napier Press Unit 4 Student Workbook <i>Crime and punishment</i></p>	<p>Activity p154 Funding problems</p> <p>Activity p156 The CPS in the media</p>	<p>Preparing for the exam question p165</p>

	<p><u>Suggested activities:</u></p> <p>Explore online: Read 'is Rise in violent crime due to cuts to Neighbourhood Policing?' https://www.theguardian.com/uk-news/2018/apr.09/rise-in-violent-not-due-to-police-cuts-alone-figures-show), about a rise in violent crime due to cuts to neighbourhood policing – summaries the main points in 100 words</p> <p>Activity 4.20: on the shared drive.</p> <p>Explore online: Read 'Conner Marshall: Killer's Probation Monitoring "Shambolic" (2017, 25 October), BBC News (https://www.bbc.co.uk/news/uk-wales-south-east-wales-41748185) – makes notes of the murder of 18-year old Connor Marshall by David Braddon, who was subject to a probation order at the time of the killing.</p> <p>Class debate: research the suggestion that prison sentences under six months should be abolished as they are ineffective at achieving social control. The class should then be divided into two – one side in favour of the proposal and one against – and hold a debate.</p>	<p>Test yourself – ask students to complete these questions – quick recap end of topic assessment.</p>	<p><u>Requirements</u></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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	Preparing for the Unit 4 exam	After studying this Topic, students will be able to: Be prepared for the unit 4 exam	Get organised! p166	Webb & Townend, <i>Criminology Book One</i> , pp166-167 Napier Press Unit 4 Student Workbook <i>Crime and punishment</i>	Activity p167 Practice exam paper	Practice exam paper p167

<p><u>Key Terms</u></p> <p><u>Learning Objective 1</u> <u>AC1.1</u> Imprisonment – a sentence given by a court compelling the offender to be sent to prison.</p> <p><u>Learning Objective 2</u> <u>AC2.1</u> Forms – Types, ideas, theories, ways of, methods. Social – Society, public, community, collective, common, shared, group. Control – Regulate, govern, manage, organize Coercion – The use of force to achieve a desired end.</p> <p><u>AC2.2</u> Retribution – Aiming to punish an offender to the level that is deserved. Rehabilitation – Aiming to alter the offender’s mindset so that future reoffending can be prevented. Reformation – to reform or rehabilitate Probation order – a punishment from a court where you serve your sentence in the community. While on probation, you may have to do unpaid work, complete an education or training course, get treatment for addictions, such as drugs or alcohol, and have regular meetings with an ‘offender manager’ Community Sentence – a punishment from a court that combines punishment with activities carried out in the community. Deterrence – Aims to dissuade the offender, or anyone in society, from committing crime by a fear of punishment. Incapacitation – A sentence of the court to prevent further offending,. This could include a term of imprisonment. Denunciation – Aims to show offenders that society disapproves of their behaviour and that it is unacceptable conduct.</p> <p><u>AC2.3</u> Parole Board – an independent body that carries out risk assessments on prisoners to determine if they can be safely released into the community. Sentencing Council – provides guidelines on sentencing that the courts must follow unless it is in the interest of justice not to do so. Capital Punishment – Also known as the death penalty, this is a government – approved practice, where someone is put to death by the state as a punishment for a crime.</p> <p><u>Learning Objective 3</u> <u>AC3.1</u> Security of tenure – Guaranteed permanent employment Community rehabilitation companies – The private sector suppliers of probation service for offenders in England and Wales</p> <p><u>AC3.2</u> Anti-social behaviour (ASBO) A court order that can be obtained by local authorities in order to restrict the behaviour of a person likely to cause harm or distress to the public.</p>	<p><u>Requirements</u></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>Criminal Behaviour order – An order that tackles the most serious and persistent anti-social individuals where their behaviour has brought them before a criminal court. It can deal with a wide range of anti-social behaviours following the offenders conviction, including threatening violence against others, or frequently being drunk and aggressive in public.</p> <p>Token Economy – A form of behaviour modification that increases desirable behaviour and decreases undesirable behaviour by the use of tokens. Individuals receive tokens after displaying desirable behaviour. These are collected and exchanged for an object or privilege.</p> <p>Cellular confinement – Being restricted to your cell, without socializing with other prisoners, as a punishment.</p> <p>AC3.4</p> <p>Privatisation – the transfer of a business or service from public to private ownership and control.</p>		
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