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**Knowledge Rich Curriculum Plan**

WJEC Level 3 Criminology: Unit 1: Changing Awareness of crime

| **Lesson/Learning Sequence** | **Intended Knowledge:**  *Students will know that…* | **Tiered Vocabulary** | **Prior Knowledge:**  *In order to know this students, need to already know that…* | **Assessment** |
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| 1.1 Crime and Deviance | * Students will know that crime is something that violates a law. * Students will know that social norms are the expectations for behaviour held by many members of society. * Students will know that deviance is a behaviour that violates a social norm and/or is considered unusual. * Students will know how to categorise behaviours as either criminal, deviant, or both. | Crime  **Deviance**  **Social norms** | * • Students need to already know that there are general expectations for behaviour in our society and understand the difference between what is acceptable and what is not acceptable. | Weekly questions set as homework and teacher assessed. |
| **1.1 White Collar Crime** | * Students will know that white collar crime is a type of crime committed by someone of high social status, usually in the course of their occupation, and is for financial gain. * Students will know what the term analyse means and what they should include in questions that ask them to analyse types of crime. * Students will know that the term 'social status' refers to someone's position in society, e.g. upper class, working class. * Students will know that Bernie Madoff committed a white-collar crime that involved falsely promising wealthy investors 10% profit annually if they invested millions of dollars with him. Money from new investors was used to keep the scam going. * Students will know that there are different types of white-collar crime - organised, professional and corporate. * Students will know the type of victim and type of offenders typically associated with white collar crime, and examples to illustrate this. * Students will know that the term 'conceal' means to hide something. * Students will know how the complexity of the crime and the efforts made by the offender to conceal the crime means this is a crime with low level of public awareness. * Students will know that white collar crime is both criminal and deviant, because it is against the law and also frowned upon in society. | Conceal  **White collar crime** | * Students need to already know what an occupation is. * Students need to already know that people come from different backgrounds in life and differ in their wealth. They can link this to social class. * Students need to already know that a crime is an act that violates a law and deviance is an act that goes against social norms and/or expectations of behaviour. | Weekly questions set as homework and teacher assessed. |
| **1.1 Moral Crime** | * Students will know that moral crime refers to a crime that does not follow the normal moral code in society. It is a crime that deviates (differs) from what is considered right and wrong in society. * Students will know that examples of moral crime include vagrancy, prostitution, assisted suicide, illegal drug use, illegal gambling, underage drinking. * Students will know that vagrancy is the crime of homelessness and includes being fined up to £1000 for begging. * Students will know how to analyse moral crime, referring to the type of victim (victimless crime), type of offending (someone in a difficult financial situation), and that the public awareness is low because people do not report the crime when they sympathise with the offender. * Students will know that many types of moral crime are both criminal and deviant. For example, people tend to disapprove of prostitution. | **Moral crime**  **Vagrancy** | * Students need to already know how the age for drinking alcohol in the UK is 18. * Students will already know that morals refer to what is right and wrong. * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students will need to already know that when analysing types of crime, they need to refer to the type of victim, type of offending, level of public awareness and whether a crime is also deviant. | Weekly questions set as homework and teacher assessed. |
| **1.1 State Crime** | * Students will know that state crime is a crime committed by those in charge of a country, often for the purpose of furthering their policies, and that it breaks an international law. * Students will know that international laws are those set by the United Nations. * Students will know that state law often violates (goes against) a human right. * Students will know that genocide is a type of state crime that includes killing a large group of people. * Students will know that genocide happened in Rwanda in 1994, when the tensions between two groups (Hutu's and Tutsi's) led to the death of approximately 800,000 Tutsi's. * Students will know that the victim of state crime is usually someone belonging to the group opposing the government - often they are of a particular religion or political stance. * Students will know that they type of offender for state crime is someone in a position of power, such as a high-ranking government official. * Students will know that public awareness of state crime is high because they are well documented by the media. | **Human right**  **Genocide** | * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students will know that analysing a type of crime requires reference to type of victim, type of offender, level of public awareness, and whether or not the crime is also deviant. * Students need to already know that humans have basic rights, such as a right to life and freedom from torture. * Students need to already know how society is structured with the government making decisions on behalf of the people. | Weekly questions set as homework and teacher assessed. |
| **1.1 Hate Crime** | * Students will know that hate crime is a crime that is motivated by prejudicial views towards an individual based on either their religion, race, sexual orientation, disability or transgender status. * Students will know that hate crime varies, and it is for the court to decide if the actions of the offender were motivated by hate. Crimes motivated by hate carry a harsher sentence. For example, GHB sentence can be uplifted from 5 years to 7 years. * Students will know that Michael Causer was murdered in 2008, and that the attack was said to be motivated by hate towards his sexual orientation. * Students will know that the type of victim is anyone belonging to the 5 strands - disability, race, religion, sexual orientation, and transgender. * Students will know that the type of offender is anyone who holds prejudicial views against the victim. * Students will know that public awareness for this type of crime is increasing due to a greater amount of media interest. * Students will know that hate crime is both criminal and deviant. | **Prejudice**  **Discrimination**  **Sexual orientation** | * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students will know that analysing a type of crime requires reference to type of victim, type of offender, level of public awareness, and whether or not the crime is also deviant. * Students need to already know that prejudice means holding a belief about someone based on a characteristic they possess. * Students need to already know how prejudice can lead to discrimination, which is when someone is treated differently based on a characteristic they possess. * Students will already need to be aware of the LGBT movement, and the pride events that are held across the world. | Weekly questions set as homework and teacher assessed. |
| **1.1 Honour Crime** | * Students will know that honour crime is a crime typically associated with Asian culture whereby the offence is carried out to punish the victim for shame they have brought on their family. * Students will know that honour crimes usually include acid attacks, murder, mutilations, beatings, and abductions. * Students will know that Shaf ilea Ahmed was murdered by her parents in 2003 for refusing an arranged marriage and displaying behaviours that were too western. * Students will know that the typical victim for honour crime is a female in the family. * Students will know that the type of offender is usually a well-respected male in the family, such as a father or uncle. * Students will know that the level of public awareness for this type of crime is low due to cultural differences, with some cultures believing the punishment is appropriate. * Students will know that honour crime is deviant depending on culture. | **Honour crime** | * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students need to already know that when analysing types of crime they should consider the type of victim, type of offender, level of public awareness and whether the crime is also deviant. * Students need to already know how the expectations for behaviour are different in different cultures. | Weekly questions set as homework and teacher assessed. |
| **1.1 Domestic Abuse** | * Students will know that domestic abuse is a crime committed against a partner or family member and occurs between people older than 16 years old. * Students will know how physical acts of violence, as well as emotional abuse and financial control are all types of domestic abuse. * Students will know that the most common offender, according to statistics, is the partner or ex-partner of a victim. It happens less often between family members. * Students will know that the victim is most commonly female. 4.2% of victims were male and 8.4% of victims were female according to government statistics 2019. * Students will know that the level of public awareness for domestic abuse is low because many are unaware that some acts, such as financial control, are classed as domestic abuse. There is also stigma surrounding male victims of domestic abuse that prevents them from reporting the issue. * Students will know that domestic abuse is both criminal and deviant. | **Domestic abuse** | * Students need to already know that relationships can be unhealthy and sometimes involve violence and control. * Students need to already know how there is pressure on males to appear a certain way in society, such as the need to appear masculine. * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students will know that analysing types of crime means they must refer to the type of victim, type of offender, level of public awareness, and whether or not the crime is also deviant. | Weekly questions set as homework and teacher assessed. |
| **1.1 Technological Crime** | * Students will know that technological crime is a crime committed using the internet and/or a computer. * Students will know that phishing emails, illegal downloads/streaming, and online hate crime are all examples of technological crime. * Students will know that phishing emails are fraudulent attempts to obtain sensitive information such as passwords and financial information from the victim. They are usually disguised as being from a reputable company by using the same logos and images as the original source. * Students will know that the dark web is a part of the internet that is untraceable, meaning you cannot confirm the location of the user. This is used to engage in crime without being detected by the police. * Students will know that the type of victim for technological crime is anyone who uses the internet, though vulnerable groups can be at higher risk. * Students will know that the type of offender can be anyone with basic awareness of the internet. Though there has been an increase in young people committing this type of crime, according to the National Crime Agency Report. * Students will know that the public awareness for technological crime is increasing, with more people having good knowledge of the internet and more incidences of banks and other big companies promoting awareness. * Students will know that not all types of technological crime are deviant, with some being widely accepted in society such as illegal downloads/streaming. | **Phishing** | * Students will know that hate crime is a crime that is motivated by preductal views towards an individual based on either their religion, race, sexual orientation, disability or transgender status. * Students will know that the term deviant describes an act that goes against the expected standards of behaviour in society, meaning it is usually frowned upon. * Students will know that analysing types of crime means they must refer to the type of victim, type of offender, level of public awareness, and whether or not the crime is also deviant. | Weekly questions set as homework and teacher assessed. |
| **1.2 Personal Reasons for Unreported Crime** | * Students will know that a bystander is a person who witnesses an event such as a crime or emergency. * Students will know that the dark figure of crime is a term used to describe the amount of crime that goes unreported and is therefore not represented in crime statistics. * Students will know that there are personal reasons for crimes being unreported (relating to the individual who may be able to report them) and social/cultural reasons for why crimes are unreported (relating to the standards and expectations of the general public). * Students will know that fear of possible consequences (either to themselves or those they care about) can prevent people from reporting a crime. * Students will know that fear can explain why crimes such as domestic abuse, honour crime and hate crime are often unreported. * Students will know that shame and embarrassment are reasons why crimes are often unreported, with victims possibly blaming themselves and/or not wanting to appear vulnerable. * Students will know that shame can explain why victims do not report crimes such as domestic abuse and rape, including male victims specifically who may feel pressure to appear masculine. * Students will know that some people do not report crimes due to disinterest in the crime, including not reporting vagrancy and other victimless crimes where the offender and the victim are the same person. * Students will know that people are less likely to report a crime when they are not personally affected by it, such as not reported vandalism to someone else's property. | **Bystander**  **Dark figure of crime** | * Students will know that the term masculine is used to describe qualities and traits that are typically associated with males, with one example being that males are expected to be strong. * Students will know that vagrancy is the crime of homelessness and includes being fined up to £1000 for begging. * Students will know that hate crime is a crime that is motivated by prejudicial views towards an individual based on either their religion, race, sexual orientation, disability or transgender status. They will also know that hate crime can happen online. * Students will know that honour crime is a crime typically associated with Asian culture whereby the offence is carried out to punish the victim for shame they have brought on their family. * Students will know that domestic abuse is a crime committed against a partner or family member and occurs between people older than 16 years old. | Weekly questions set as homework and teacher assessed. |
| **1.2 Social/Cultural Reasons for Unreported Crime** | * Students will know that social/cultural reasons for unreported crime include lack of knowledge; lack of media interest; complexity; lack of current public concern; and culture bound crime. * Students will know that some crimes are not reported due to a lack of knowledge, which is when there is little awareness of the crime in society and the victim may be unaware that what has happened to them is a crime and/or do not know the procedures to follow. * Students will know that a lack of knowledge can explain why the following crimes often remain unreported - domestic abuse (with many not knowing that controlling behaviour is a crime), common assault (with many not knowing that threatening someone is an offence), and online hate crime (with many not knowing how to report it). * Students will know that a lack of media interest is a reason why crimes are not reported, with the media failing to report certain types of crimes creating the image that these crimes are not important. * Students will know that the media tend to focus on violent crime and stories that will generate interest, rather than representing all types of crimes. * Students will know that complexity is a reason why crime is often unreported. This is when the crime is too difficult to understand. * Students will know that complexity can explain why white-collar crimes such as fraud and tax evasion often remain unreported, because they require a level of expertise in order to understand and carry them out. * Students will know that a lack of current public concern is when the public do not report a crime because it is generally accepted in society and not viewed as a crime. * Students will know that crimes such as illegally downloading music and smoking cannabis are not reported due to lack of current public concern. * Students will know that some crimes are not reported because they are culture bound, which means that they are accepted within a culture and this means other people do not want to intervene. * Students will know that honour crime is a culture bound crime that is accepted in Asian culture as appropriate punishment for behaviour that has brough shame upon a family. | **Culture bound crime** | * Students will already know that deviant behaviour is any behaviour that differs from the norms and values of a given society. * Students will already know that some crimes are not deviant, they are accepted within society. * Students will know that white collar crime is a type of crime committed by someone of high social status, usually in the course of their occupation, and is for financial gain. * Students will know that honour crime is a crime typically associated with Asian culture whereby the offence is carried out to punish the victim for shame they have brought on their family. | Weekly questions set as homework and teacher assessed. |
| **1.3 Consequences of unreported crime** | * Students will know that the **ripple effect** is a consequence of unreported crime. * Students will know that the ripple effect is a term used to describe how crime affects more than just the victim, it affects family members, neighbours, and the wider community. These are known as secondary victims. * Students will know that domestic abuse ripples out because others who witness it, such as children, will be affected by it. Their behaviour may change as a result of witnessing domestic abuse and they themselves are more likely to become abusers in the future. * Students will know that **cultural change** is a consequence of unreported crime. * Students will know that when petty crime is left unreported, it leads to more serious crime happening as a result because the untended minor crime sends a message that no-one cares. * Students will know that when minor crime is unchallenged, the result of this is a cultural shift where more people in the community are accepting of crime than against. | **Ripple effect**  **Secondary victim**  **Cultural shift** | * Students will already have a consequence is - that it is the result of something and is usually negative. * Students will know that in a crime, the victim is the person who has been affected by the crime. | Weekly questions set as homework and teacher assessed. |
| **1.3 Consequences of unreported crime** | * Students will know that **decriminalisation** is a consequence of unreported crime. * Students will know that decriminalisation is when a law changes and something becomes legal. We would say the crime has been legalised. * Students will know that some crimes are deemed by the public to be acceptable behaviours. The police choose not to act when a lot of people are committing these crimes. These acts are criminal but not deviant. * Students will know that the government decriminalise these actions because the public are no longer paying attention to the law. * Students will know Portugal decriminalised the possession and consumption of all illegal substances in 2001 because too many members of the public were addicted to illegal drugs. * Students will know that crimes can go unreported because people consider them to be a human right. This leads to positive consequences with **legal change.** * Students will know that the legalisation of gay marriage is an example of legal change. In July 2013 the law was changed, and this became effective from March 2014. * Students will know that a positive consequence of unreported crime is **procedural change.** * Students will know that previously, members of the public would have to visit the police station or dial 999. Now, procedures for reporting crime include reporting online, reporting anonymously to Crimestoppers, being encouraged to report through victim support groups, and reporting directly to specialist police forces such as Action Fraud (specialise in fraud and cybercrime). | **Anonymous**  **Decriminalise** | * Students will already have a consequence is - that it is the result of something and is usually negative. * Students will know that the term anonymous means carried out in a way that means the individual is not able to be identified. * Students will already know that human rights are things that everyone should be entitled to. * Students will know that the term deviance refers to behaviours that are viewed as unacceptable or unusual by members of the public. | Weekly questions set as homework and teacher assessed. |
| **1.3 Consequences of unreported crime** | * Students will know that **police prioritisation** is a consequence of unreported crime. * The police do not have the capacity to enforce the law in every criminal case that is reported to them. Time and money are restricted. * Each police force in England and Wales will set priorities, making sure issues in the local area are addressed. * Students will know that unreported crime cannot be prioritised by the police because they are unaware it is affecting the community. * Students will know that the 2015 priorities set by the home secretary include fraud and terrorist activity. * Students will know that **cultural difference** arise as a result of unreported crime. * When crime is unreported, it leads to differences between cultures in what is considered legal and what is illegal. * Students will know that honour crimes are an example of cultural variations in the law. * Students will know that **unrecorded crime** is a consequence of unreported crime. * Once a crime has been reported to the police, the police officer has to formally record it as a crime. Only 40% of crimes are officially recorded. * Students will know that unrecorded crime is a negative consequence because it leaves victims vulnerable when crimes are not fully investigated because they have not been recorded. | **Prioritise** | * Students will already have a consequence is - that it is the result of something and is usually negative. * Students will know that the term prioritise means treating some tasks/situations as more important than others. | Weekly questions set as homework and teacher assessed. |
| **1.4 Media representation of crime- newspapers** | * Students will know that the news is socially constructed, meaning it is created by people who will select some stories and reject others. * Students will know that crime in newspapers is often sensationalised, meaning it is presented in a way that shocks or excites the audience. * Students will know that crime is often distorted in the media, meaning we get a misleading account of what actually happened. * Students will know that 30% of newspaper coverage is centred around crime. * Students will know that different types of newspapers present crime differently. For example, tabloid newspapers (short stories) tend to target undesirable groups. * Students will know that newspapers are more likely to report on ideal victims. Ideal victims are those who already appear vulnerable, such as children, women, and the elderly. * Students will know that some people do not hold legitimate victim status, these include men, the working class, and those with convictions. * Students will know that the case of Holly Wells and Jessica Chapman made national news, whereas two similar aged boys named Patrick and David only ever made local news. This is because Holly and Jessica are the ideal victims – middle class with a good record in school, photogenic. | **Local**  **National**  **Socially constructed**  **Sensationalised**  **Tabloid newspaper**  **Broadsheet newspaper** | * Students will know that the media is something made available to the public, through TV, film, social media etc. * Students will know that the tern vulnerable means weak. | Weekly questions set as homework and teacher assessed. |
| **1.4 Media representation of crime- film** | * Students will know that films primarily give a fictional representation of crime. * Students will know that fictional crime stories tend to focus on violent crime and drug and sex crimes, whereas the most common type of crime is fraud. * Students will know that frequent exposure to violence in film can lead to desensitisation (when overexposure to something lead to feeling less shock or distress when presented with it). * Students will know that offenders in fictional crime stories are often represented as people who are intelligent and carefully plan their crimes. This is known as the ingenuity fallacy. * Students will know that fictional crime stories usually report police officers to be highly successful, whereas in reality only around 8% of crimes reported to police lead to a suspect being charged. * Students will know that crime appears in the films This is England (hate crime) and Once Upon a Time in Hollywood (murder). * Students will be able to discuss the content of these films, exploring whether they are an accurate representation of the crimes they show. | **Fictional**  **Factual**  **Desensitisation**  **Ingenuity fallacy** | * Students will know that the term factual means something that actually occurred/a real life event. * Students will know that the term fictional means made up from imagination. | Weekly questions set as homework and teacher assessed. |
| **1.4 Media representation of crime- music** | * Students will know that music gives both a fictional and factual representation of crime. * Students will know that Drill music is a type of rap with dark and violent content. * Drill music videos have been blamed for a rise in knife crime in London, suggesting content has a negative influence. * Students will know that other artists give a fictional account of crime but base their lyrics on their own experiences. * Students will know that the song 'When the sun goes down' by the Arctic Monkeys is fictional representation of the moral crime prostitution. * Students will know that this song represents moral crime accurately, as we feel sympathy for the prostitute. The attitudes held by the general public are reflected in this song. | **Drill music** | * Students will know that music is a type of media * Students will know that the term factual means something that actually occurred/a real life event. * Students will know that the term fictional means made up from imagination. | Weekly questions set as homework and teacher assessed. |
| **1.4 Media representation of crime - TV** | * Students will know that TV contains both fictional and factual respresentations of crime. * Students will know that research by Newburn found that 1/10th of prime time television was dedicated to crime in the 1950’s, but this has increased to ¼. * TV can misrepresent crime. This is more likely to happen when the TV show is fictional. * For example, the TV show Peaky Blinders shows extreme violence that may lead to desensitisation towards crime by the viewer. * Students will know that in the TV show Peaky Blinders, a gang are represented who are known to wear flat caps with razer blades built in that are then used to commit violent crime. * This TV show therefore makes crime fashionable to the viewer. * Students will be able to provide one further example of a TV show that represents crime, and will be able to discuss how crime is represented. | **Misrepresent** | * Students will know that the term factual means something that actually occurred/a real life event. * Students will know that the term fictional means made up from imagination. * Students will be familiar with the term desensitised. | Weekly questions set as homework and teacher assessed. |
| **1.4 Media representation of crime – Social Media** | * Social media is used by regional police forces, as well as the national crime agency. * Crime may also appear on social media when people post about their own personal experiences. * Students will know that posts made by the police force and the national crime agency are likely to be factual. * For example, the police use social media to appeal for witnesses to a crime. They also use social media to encourage people to report crimes. * The national crime agency use social media to increase public awareness of certain types of crime, e.g. technological crimes * The police and the national crime agency, while posting factual information, may socially construct crime in the media. For example, by posting about their successes rather than their failures. | **Appeal**  **Incite** | * Students will know that the term factual means something that actually occurred/a real life event. * Students will know that the term fictional means made up from imagination. * Students will be familiar with social media, and will likely be able to name social media apps. * Students will know that crime in the media can be socially constructed – some stories accepted and other rejected. | Weekly questions set as homework and teacher assessed. |
| **1.5 Impact of media representation of crime on public perception**  **Moral Panics** | * **Moral panic** – a term used by Cohen (1970) to describe the effect when a false or exaggerated idea by the media creates anxiety and worry in society. * Public perception – how members of the general public collectively view something. * The first stage of a moral panic is a single deviant incident. This is a crime taking place, that then attracts media attention. * The media then exaggerated this event, reporting the incident to be more severe than it actually was. They may report more arrests, or cases of vandalism. Language used strategically. * Media exaggeration leads to the moral panic, the public now fear the groups that have been identified in the media as a problem and worry about the harm they are causing. * As a result, there is a crackdown – a zero tolerance policy adopted towards problematic behaviour. This may include more arrests, greater police presence, and harsher sentencing. Police and government need to appear to the public to be tackling behaviour. * When the police and government attempt to control deviance, it can actually produce more deviance in response. This is known as the deviancy amplification spiral. * The case of the Mods and Rockers is an example of a moral panic. * The mods and rockers are two opposing groups – mods wear modern clothing and ride scooter. Rockers wear leather jackers and ride motorcycles. * In the 1960’s, the crimes committed by the mods and rockers were exaggerated by the media, leading the public fearing them. * Public fear of the two group lead to pressure on the government and police to take action against them. Greater police presence was then seen at seaside resorts, and the government increased penalties for hooliganism. | **Moral panic**  **Public perception**  **Deviancy amplification spiral** | * Students will already know that the media sensationalise crime, and will be able to explain what the term sensationalise means. | Weekly questions set as homework and teacher assessed. |
| **1.5 Impact of media representation of crime on public perception**  **Stereotyping and Level of Response** | * Student will know that in 2011, riots broke out across the country lasting for 5 days. * The riots followed public outrage at the shooting of Mark Duggan – a black man shot by police officers. Police officers claimed Duggan was armed, however the firearm in his possession was found a considerable distance from his body. * Throughout the riots there was damage to property and businesses, and 5 people died. * The riots were published in the media. * Media reports can lead to **stereotyping**. When the media frequently report the same groups as criminal, the public will start to label those groups as criminal. * This is evident in the 2011 riots, newspaper reports published blamed black youths for the riots despite that fact that the thousands who participated were from a range of age and ethnicities. * When the media frequently report the same types of crimes, the **level of response** to the crime can change. This means that the government and the courts start to issue harsher sentences for those particular offences. * This is evident in the 2011 riots. One person was given 4 years for inciting riots using Facebook, and another 18 months for possession of a stolen TV. | **Stereotype** | * Students may already know that a stereotype is a fixed or oversimplified idea about a person based on a characteristic they have. * Learners will already know the media representation of crime impacts public perception – meaning it changes how members of the public collectively view crime. | Weekly questions set as homework and teacher assessed. |
| **1.5 Impact of media representation of crime on public perception**  **Changing priorities, changing public concerns, and perception of crime trends.** | * Terrorism – the unlawful use of violence against civilians in pursuit of political aims. * Radicalisation – the process whereby an individual comes to accept extremist ideology and even participate in terrorist activity. * Student will know that on September 11th 2001, two planes crashed into the word trade centre. This was a terrorist attack. * This event made international news. * Students will know that one impact of the media representation of crime on public perception is **changing priorities**. This is when crime stories change the way we function. Crime identifies a need for new policies to address problems in society. * Following international media coverage of 9/11, counter terrorist policies were introduced. The Anti-terrorism Crime and Security Act (2001) gives permission for bank accounts with links to terrorism to be frozen. Increased security measures at airports. In the UK, prevent training was made mandatory in all education facilities. This is designed to allow staff members to identify student who may be in the process of radicalisation. * Another impact of the media representation of crime on public perception is **changing public concerns.** This is when the media reports shift the public attention to something new by reporting on it frequently. * In recent years, the threat of terrorism has been widely reported by the media and has therefore become a public concern. In 2013 there were terror attacks in Boston. In 2015 newspapers turned their attention to the terror attacks in Paris. In 2017, the public were concerned following a terror incident at Manchester arena. * A final impact of the media representation of crime on the public perception is that the media can distort our **perception of crime trends**. * Crime trends are the patterns in which crimes occur, for example which crimes are the most common and which are the least common. * In the media, crimes such as rape and murder are frequently reported, leading to members of the public thinking these crimes are common. However, the crime statistics show that fraud is the most common type of crime. * In the media, females are more likely to appear as the victims of crime than males, making the public believe that females are the most common victim. However, the statistics show that in 2018 65% of victims of violent crime were males. | **Terrorism**  **Radicalisation** | * Students will know that international news is worldwide. * Learners will already know the media representation of crime impacts public perception – meaning it changes how members of the public collectively view crime. | Weekly questions set as homework and teacher assessed. |
| **1.6 Evaluate methods of collecting statistics about crime**  **CSEW** | * Students will know that there are two methods used to collect crime statistics – the Crime Survey for England and Wales (CSEW) and the Home Office. * Students will know that they must evaluate the methods used to collect statistics, meaning they need to consider their strengths and weaknesses. * Reliability – refers to consistency. A method can be internally reliable (using the same procedures over and over again) or externally reliable (finding the same results over and over again). * Validity – refers to the accuracy of a measure. To what extent is it measuring what it intends to measure? * Ethical – a term used to describe a procedure that protects an individuals rights. * The crime survey for England and wales (CSEW) is a survey conducted annually, in which 35000 members of the public are asked about crimes they have been a victim of in the last 12 months. * A strength of the Crime Survey for England and Wales is that it is conducted in an ethical way. This means that the research conducted maintains the rights of the participant. For example, information gathered is kept completely confidential. No names or personal information of those who take part is ever released. This is a strength because it gives those who are taking part confidence to report any offences committed against them without fear of any consequences. We might argue that this would make the measure more valid as it collects information about crime that is unlikely to have been reported. * The CSEW is conducted by trained interviewers. This allows interviewers to ask the same set of questions, in the same order, following the same instructions. Results are then reliable. * Different interviewers are used to conduct the CSEW. The CSEW is carried out on approximately 35000 members of the general population, meaning many interviewers are needed to gather such a large amount of information. Different interviewers may affect the responses given. For example, the gender of the person asking the questions may determine how comfortable someone feel answering the question. This can result in information that is not reliable. * A weakness of the CSEW is that there are issues of social desirability, some may lie about crime to try to appear a certain way, e.g. males wanting to appear masculine. Responders may also forget being a victim of crime, be unaware that something is a crime, or even unaware that they were a victim. This means the statistics are not valid. * A strength of the CSEW is that it is updated regularly to include recent changes in law/new types of crimes. This means it is valid. | **Reliability**  **Validity**  **Ethics**  **Dark figure of crime** | * Students will already know from 1.2 that the dark figure of crime is a term used to describe crimes that are unreported and therefore not represented in the crime statistics. | Weekly questions set as homework and teacher assessed.  Mock assessment set for assessment criteria 1.1-1.6. |
| **1.6 Evaluate methods of collecting statistics about crime**  **Home Office Statistics** | * The home office statistics are also known as official statistics. For this method, crime statistics are taken from the 43 regional police forces across England and Wales. * The home office statistics therefore include crimes that are reported to and then formally recorded by the police. * A weakness of this methods is that it only includes crimes that have been reported to the police. Many people do not report crimes due to fear, shame, disinterest etc. This means the home office statistics are not valid. * A strength of the home office statistics is that they allow police, and the government, to understand patterns of crime within each area of the UK. This has practical applications, as the statistics can be used to set local and national priorities for the police, allowing crimes that affect members of the public the most to be targeted. * Another strength of the home office statistics is that they are reliable. This is because police officers across the UK will operate in a similar way, using the same procedures for recording and classifying crimes. * A weakness of the home office statistics is that only 40% of crime that is reported to the police is officially recorded by them. Police may not record crime when there is a lack of evidence, or when they do not believe the victim. This means statistics then lack internal validity. * A strength of the home office statistics is that they are ethical. When statistics are published, the names of individual victims and offenders are not published. This means confidentiality is maintained. | **Home office**  **Practical applications** | * Students will already know that there are two methods used to collect crime statistics – the CSEW and the home office statistics. * Students will already know that for 1.6 they must evaluate these methods – talk about their strengths and weaknesses. * Students will already know what the terms reliability, validity, and ethics mean. * Students will know from 1.2 that not all crimes are formally recorded by the police. * Students will know the reasons for unreported crime – fear, shame, disinterest, not affect, lack of current public concern, culture bound, complexity etc. | Weekly questions set as homework and teacher assessed. |
| **2.1 Comparing Campaigns for Change**  **Sarah’s law** | **Purpose**  The campaign sought the right for parents and carers to access information about child sex offenders living in the area.  **Methods**  Newspapers (News of the World)  Petition asking for law to be changed so that location of known paedophiles is accessible – 1 million people signed.  Sara Payne spoke at police federation conference  **Effectiveness**  Yes - In 2008 the Child Sex Offenders Disclosure scheme was trialled in four areas.  In 2011 it was applied to the whole of England and Wales.  **Controversial**  Yes - information could be used by vigilante groups to target sex offenders.  There were attacks following this, even on innocent people. For example, a female paediatrician was the target of abuse after vigilantes confused the job role with being a paedophile  Students will compare campaigns using the set criteria above. | **Controversial**  **Paediatrician** | * Students will be aware of newspapers published in the UK. * Students will be aware of what petitions are. | Weekly questions set as homework and teacher assessed. |
| **2.1 Comparing Campaigns for Change**  **Assisted dying** | **Purpose**  The campaign brought a legal challenge against the ban on assisted dying in the UK.  **Methods**  Lobbying  Newspapers (Case of Diane Pretty)  Social media  Celebrity endorsed (Sir Patrick Stewart)  **Effectiveness**  Unsuccessful – law has not changed. Rejected in 2015.  However, guidance was published to explain when it would be likely a person would be prosecuted.  **Controversial**  Yes - could lead to involuntary euthanasia. Against religion. Palliative care is improving.  Students will compare campaigns using the set criteria above. | **Endorsed** | * Students will be aware of newspapers published in the UK. * Students will be aware to compare campaigns using the set criteria outlined. | Weekly questions set as homework and teacher assessed. |
| **2.1 Comparing Campaigns for Change**  **End child Poverty** | **Purpose**  Change in funding – free school meals in holidays  **Methods**  Social media  Celebrity endorsed  Newspapers  Petitioning  **Effectiveness**  Success in June  Rejected in October  Ongoing  **Controversial**  Yes – some think people should have to provide for their own children  Students will compare campaigns using the set criteria above. |  | * Students will be aware of newspapers published in the UK. * Students will be aware to compare campaigns using the set criteria outlined. | Weekly questions set as homework and teacher assessed. |
| **2.1 Comparing Campaigns for Change**  **Stephen Lawrence campaign** | **Purpose**  Change in policy and attitudes – Eliminate racial discrimination in criminal justice system.  **Methods**  Press conference  Newspaper support – Daily Mail published pictures  Celebrity endorsed – Nelson Mandela  **Effectiveness**  Publication of Macpherson Report  Changes in recruitment targets  ‘Double jeopardy rule’ abolished  **Controversial**  No – most would agree with the purpose of this campaign  Students will compare campaigns using the set criteria above. | **Double Jeopary rule**  **Macpherson report** | * Students will be aware of newspapers published in the UK. * Students will be aware of the Stephen Lawrence case as this is delivered to all year groups in the PSHE curriculum. * Students will be aware to compare campaigns using the set criteria outlined. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Blogs** | **Blogs**  A web page – usually informal – can also be formal is run by an organisation  Adv - Can be shared easily via social media, Often have links to other aspects of the campaign, Free to set up  Dis - Time consuming and hard to keep up to date, Usually found by those who are already following the campaign, Method is outdated – more people use social media  Example – Greenpeace blog on how much meat you should eat | **Blogs** | * Students will be aware of campaigns for change in the UK that have used this method. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Viral messaging** | **Viral Messaging**  Passing a message via social media  Adv – can reach a worldwide audience so message spreads to many  Dis – people may see message but not act on it, no guarantee a message will go viral  e.g. time to change coaster went viral, seeking to end mental health discrimination | **Viral messaging** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. * Students will be aware of different social media platforms used in the UK. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Social networking** | **Social Media**  Online platforms that allow users to connect with other users, e.g. facebook and twitter  Adv – reaches a large audience, cost effective, good for young people  Dis – hackers and trolls, people may not act on message  Example – Marcus Rashford | **Hackers** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. * Students are likely to be aware of footballer Marcus Rashford. * Students will be aware of different social media platforms used in the UK. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Advertising** | **Advertising**  Tv adverts can be used in between programmes. Advertising now also happens on youtube, and social media  Adv - Messages spread quickly, Messages reach a lot of people, Can reach people of all ages, Can have a big impact due to use of emotive imagery and music  Dis - People often skip through advertisements, Expensive form of marketing, Content may be upsetting  Example – water aid advertisement | **Marketing** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Radio** | **Radio**  - a way of promoting a service, product, event or company on the radio auditorily in the form of songs, interviews, jingles, and short announcements similar to the audio from TV ads. - can be helpful in campaigning as they reach a wide target audience through whoever in the UK listens to the radio. - Using songs is effective as they have an entertainment factor, so people are more likely to pay attention, although this could also distract from true meaning behind the song. - expensive, costing £2 per thousand listeners, so 100,000 listeners costs £200. Production costs add to the expense as there's an emphasis on audio quality and equipment may be expensive. - may not reach some listeners who don't pay attention or change station when an ad comes on. They could also put their own CDs in so don't hear any ads at all.   - An example of a successful radio ad campaign is the "Love the NHS, Love Yourself" ad made during COVID-19 to encourage people to look after themselves as they were isolated during lockdown. This allowed hospitals to be able to focus on COVID-19 patients and not worry about small injuries that could be dealt with at home. This also allowed people to reduce their exposure to COVID-19 when visiting hospitals and doctors. It also led to reduced A&E admissions with only 5,000,276 admissions in the second quarter (July to September) compared to 6,513,830 the previous year. | **Auditorily** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Television** | **Television**  short clips between 30-60 seconds broadcasted between TV breaks, which advertise a product or service, event or company, usually portrayed visually and auditorily. - can be useful in campaigns for change as they reach a wide target audience as anyone in the UK watching TV would be able to see it. It can also reach targeted audiences by changing the time of the broadcasts, as children will be in bed in the evening so some ads can be broadcast later to reach the adult population. - have an entertainment factor as they can be emotional, comedic, etc, which would attract more people over other forms of media such as posters. - can be expensive, costing £50 to £150 in daytime on smaller channels, or £150 to £300 on larger channels at peak time. - The production may be costly through renting venues, props, paying employees, etc. - People may skip adverts through new technology or not attention and talk, have a toilet break, etc, making TV ads less effective. - may also be unclear in conveying the aim of the campaign so people may not understand, making the ad rather pointless. - Young adults also don't watch TV as much, instead using subscription services such as Netflix.  - An example of a successful campaign TV add is the "we're not athletes, we're cancer beaters" ad for Race for Life, which used the symbolic pink colour used throughout and comedy to attract the younger generations. It showed people of all ages participating, which allowed those viewing who thought they may be too old to participate to reconsider. It successfully raised £49 million in 2018 for Race for Life. | **Broadcasted** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Film** | **Film**  Films can be used to promote the campaigns message – either on television, cinema, you tube or on the campaign’s own website. Campaigns can produce information films and video outlining the campaigns and its aims and objectives.  Examples of film include Parkinson’s UK campaign invites those with the disease to make films about their day to day living to give a deeper insight to the disease to show the reality and give those supporting the campaign more information. This can encourage further funding and government grants. | **Parkinsons disease** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Documentary** | Documentary  Documentaries on television, film, radio to promote cause. Use images, audio, factual information to report or investigate.  **Adv –** May give the audience a greater opportunity to empathise with victims/those suffering and emotionally invest in the campaign. May led to further support.  Consider the length of most documentaries – allow campaign to raise awareness amongst viewers by giving detailed information  **Dis –** Could comment on how the campaigns such as Clare's/Sarah’s laws was only put into a documentary once change had already been implemented and campaign was therefore already a success, simply raised awareness.  **Example - Clare’s law, Sarah's law** | **Audio** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Word of mouth** | **Word of mouth**  Campaign messages can be spread word of mouth – by telling friends, family, neighbours. To ensure further success, may aim to inform opinion leaders who may have a degree of authority or influence which can help spread awareness of the campaign for change and its aims. They may be able to influence others to support which is an advantage.  This does not cost money which is an advantage and instead required time.  However, this can be a slower process compared to other media such as social media or newspapers. | **Word of mouth** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Events** | **Events**   series of organised actions for a purpose which often raise money through donations or participation fees or sponsors e.g. bake sale, sponsored run, etc. - useful in campaigning as people become more involved and have more chance to fully understand what the campaign is for/about. - create a sense of community as people group together for the same cause. - entertainment factor which encourages people to attend and participate in future events as well if it's repeated, such as the Race for Life. However, being entertaining and such may distract people from the meaning behind the campaign event. - take a lot planning and organisation to consider people's basic and special needs e.g. toilet access, medical access, travel access, etc. often to make money from the event, money has to be spent. - If insufficient funds are generated from the event to cover costs, then they may end up losing money from the event. - may end up being delayed or cancelled due to changes in weather, which could also lose money or lead to a loss of interest from those previously intending to participate.   - An example of a successful campaign event is the MacMillan Coffee Morning in which baked goods, hot drinks, etc, are sold to raise money for MacMillan cancer support. The World's Biggest Coffee Morning raised £26,914,382 nationally in 2018. People can also run, walk, or cycle for the coffee morning to raise money through sponsors. Through this, they raised awareness about the support needed for cancer patients and were able to give that support to them. | **Insufficient** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. * Students will be aware of MacMillan coffee morning as this is advertised in school each year. | Weekly questions set as homework and teacher assessed. |
| **2.2 Evaluate the effectiveness of media used in campaigns for change**  **Print** | **Print**  Includes newspapers, posters, and leaflets. Paid advertising and news stories.  Adv – easily distributed  Dis - Newspapers are outdated – many do not purchase them. Though some are successfully ran online instead. Advertisements might be ignored amongst more interesting stories. Leaflets posted may be ignored.  Example – successfully used in Sarah’s Law | **Distributed** | * Students will be aware from previous evaluation in 2.2 that description, strengths, weaknesses and reference to minimum of one real life campaign for change is needed to succeed. | Weekly questions set as homework and teacher assessed.  Mock assessment set for assessment criteria 2.1 and 2.2. |
| **3.1 Plan a campaign for change relating to crime** | Students will be aware of the set criteria required to succeed and that this will be a 10 mark response in the controlled assessment.   * Introduction – include the aim and the justification * Aim – must focus on what you want to change, e.g. change in awareness or public attitudes etc. * Justification – why is this campaign necessary. Can include anecdotes, statistics, and reasons why the crime is unreported. * Objectives – 4 objectives, need to be specific, include numbers so that they are measurable and timeframes. **Should match up with methods.** Could do this after methods and finances. * Target audience – might just be the general public. But think about who is affected by the crime you are looking at – is it a certain gender, age group, culture etc. * Methods and materials * Detail the methods you are using in your campaign – at least 4. Include any fundraising events. For each method, explain how you will use it. * All materials should be included for each method. Might be as simple as the internet and a computer. Will you need any volunteers to help? * Finances * Say how much everything is going to cost. Detail this one method at a time. * Use the internet to research costs. Remember to include the website you are using. * Work out the total amount you need to raise. * Timescales – detail each step of your campaign **in order** and say how long it will take * \*most important – only 3 marks if not included | **Objectives**  **Target audience**  **Timescales** | * Students will already be aware of the aim and objectives of real life campaigns and will apply this knowledge to creating their own campaign for change. * Students will have general understanding of Microsoft Office programs and able to use these through their IT studies in KS3/KS4. | Weekly questions set as homework and teacher assessed. |
| **3.2 Design materials for use in campaigning for change** | Students will be aware of the set criteria required to succeed and that this will be a 20 mark response in the controlled assessment.  **3 resources** to be made during the assessment.  Examples of  leaflets • advertisements • posters • blogs • social network pages.  **Examples of sites to be used**   * Fakebook * Canva (to make logo or poster) * Publisher (to make poster and leaflet – must type in ‘brochure’ to get template) * T shirt design (use Canva)   **What should be included: Persuasive writing**  e.g. Name of campaign, should have slogan/ tagline  **P** is for **personal tone** - use language that includes the reader and makes them feel involved.  **E** is for **emotive language** - use words that have a strong emotional impact on the reader.  **R** is for **rhetorical questions** - use questions to make the reader think about your viewpoint.  **S** is for **say again** - repeat key points to reinforce your most important ideas.  **U** is for **undermine opposing arguments** - show that you recognise an opposing viewpoint and then undermine that argument.  **A** is for **anecdotes** - use a short, interesting story from real life.  **D** is for **direct address** - use personal pronouns, like ‘you’ and ‘your’, to involve your reader.  **E** is for **exaggeration** - use exaggeration to make your point stronger.  **What should be included:**   * Colourful – same colour(s) used throughout the 3 resources so they match. Bold, impactful. * Logo that is used on all resources. * Accurate spelling and grammar. * Structured (heading, titles, bold writing, same font throughout). * Minimal text, few images * Images relevant to campaign, impactful * Promoting action e.g. Fake date, place, time to meet for discussions/ rally | **Emotive**  **Rhetorical**  **Ancedotes** | * Students will already be aware when completing 3.2. that for each design choice made in the campaign materials, this must be justified through a detailed write up for 3.3 * Students will be aware of persuasive language techniques from KS3/ KS4 English Language. * Students will have general understanding of Microsoft Office programs and able to use these through their IT studies in KS3/KS4. | Weekly questions set as homework and teacher assessed. |
| **3.3 Justify a campaign for change** | Students will be aware of the set criteria required to succeed and that this will be a 15 mark response in the controlled assessment.  **Justify the aim**   * Explain why there is a need for your campaign by referring to: * Issues with underreporting * Media representation of the issue * Anecdotes and personal experiences   **Justify the Methods**   * What methods did you use? Social media? Newspapers? * Why did you use them? What are the strengths of the method (2.2)? * Were you inspired by another campaign that used this method successfully?   **Justify the design**  Did you align your materials with the same logo or colour scheme? Explain why  Why did you select the colours you did?  Why did you select the images used?  **Justify the use of persuasive language**  Look back at your materials. What persuasive language features have you used? Repetition? Triples? Language that engages the reader?  Quote your own work and explain why it is effective. | **Justify**  **Align** | * Students will already be aware when completing 3.3. that for each design choice made in the campaign materials, this must be justified through a detailed write up. * Students will be aware of persuasive language techniques from KS3/ KS4 English Language. | Weekly questions set as homework and teacher assessed.  Mock assessment set for assessment criteria 3.1, 3.2 and 3.3 |