Criminology					
Unit 1: Changing awareness of crime					
What is the focus for this unit?					
The focus of this unit is to look at how the awareness of crime changes depending on the angle it is being looked at. This unit focusses on the types of victims, types of offenders and the public level of awareness when looking at white - collar crime, moral crime, state crime, technological crime, individualistic crimes.					
What will students achieve by the end of this unit?					
A controlled assessment is completed at the end of the unit which is scenario based and a series of tasks will be completed based on the learning taught which is highlighted below.					
Learning outcome	Lesson title	Assessment Crieria	What will the students know by the end of the lesson?	HPL	Careers
L01 - Understand how crime reporting affects the public perception of criminality.	1. White - collar crime 2. Moral crime 3. State crime 4. Technological crime 5. Indvidual crime	AC1.1 Analyse different types of crime.	White - collar crime ● White - collar crimes are committed by people with authority and power. ● How Edwin Sutherland defines 'white collar crime'? ● Victims and offenders perspective of white - collar crime. ● The level of public awareness. Moral crime ● Moral crimes are acts that go against society's norms or moral code. ● Victims and offenders perspectives of moral crimes. ● The level of public awareness.	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Criminologist Sociologist Police

			State crime • How does Green and Ward define state crime? • What is the criminal offences included in state crime? • Victims and offenders perspective of state crime. • Level of public awareness. Technological crime • Technological crimes are offences involving the use of infromation and communication technology. • Victims and offenders perspective of technological crime. • Level of public awareness. Individual crimes • Explain what hate crimes are. • Explain what 'honour' crimes are. • Explain domestic abuse. • Victims and offenders perspectives about all individual crimes. • Levels of public awareness of all individual crimes.		

LO1 - Understand how crime reporting affects the public perception of criminality.	Why are certain crimes unreported?	AC1.2 Explain the reasons that certain crimes are unreported.	Give clear and detailed explanation of the reasons why a range of crimes are unreported, using relevant examples. Use the following reasons: • Personal – fear, shame, disinterest, not affected • Social and cultural – lack of knowledge, complexity, lack of media interest, lack of current public concern, culture-bound crime	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	Criminologist Sociologist Police
LO1 - Understand how crime reporting affects the public perception of criminality.	What impact does unreported crime have on society?	AC1.3 Explain the consequences of unreported crime.	Give clear and detailed explanation (including examples) of the following consequences of unreported crimes: • Ripple effect • Cultural consequences • Decriminalisation • Police prioritisation • Unrecorded crime • Cultural change • Legal change • Procedural change An understanding of the positive and negative effects of unreported crime on the individual and society	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	
LO1 - Understand how crime reporting affects the public perception of criminality.	How does the media represent crime in the UK?	AC1.4 Describe media representation of crime.	Give a detailed description of the media representation of crime, including relevant examples.	Fluent thinking Big picture thinking	

			Media:	Meta cognition	
			• Newspaper	Seeing alternative perspectives	
			• Television		
			• Film		
			• Electronic gaming	*Practice*	
			• Social media	*Collaboration*	
			• Music	*Concerned for*	
			Show knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.	*society*	
LO1 – Understand how crime reporting affects the public perception of criminality.	What impact does the media's representation of crime have on the public?	AC1.5 Explain the impact of the media representations on the public	Give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.	Fluent thinking	
			Impact:	Big picture thinking	
			• Moral panic	Meta cognition	
			• Changing public concerns and attitudes	Seeing alternative perspectives	
			• Perceptions of crime trends		
			• Stereotyping of criminals	*Practice*	
			• Levels of response to crime and types of punishment	*Collaboration*	
			• Changing priorities and emphasis	*Concerned for society*	
			Be familiar with specific examples of media portrayal of criminality and the range of impacts given. Understanding of those impacts should be based on theories.		

LO1 - Understand how crime reporting affects the public perception of criminality.	What do crime statistics suggest about the crime rate within socety?	AC1.6 Evaluate methods of collecting statistics of crime.	Evaluate Home Office statistics and the Crime Survey for England and Wales as sources of information about crime. The following criteria will be used for evaluation: • Reliability • Validity • Ethics of research • Strengths and limitations Purpose of research	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	
LO2 - Understand how campaigns are used to elicit change	What is a campaign for change?	AC2.1 Compare campaigns for change.	Make clear and detailed comparisons of a range of relevant campaigns for change. Make explicit links to planned campaigns with reference to specific and appropriate sources to support conclusions. Use the following criteria in comparisons: • Change in policy • Change in law • Change in priorities of agencies • Change in funding • Change in awareness • Change in attitudes Be aware that campaigns for change may have different purposes.	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	

			Compare examples of campaigns for change and examine their effectiveness in achieving their objectives.		
LO2 - Understand how campaigns are used to elicit change	How effective is the media in campaigns for change?	AC2.2 Evaluate the effectiveness of media used in campaigns for change.	Evaluate the effectiveness of the following media used in campaigns for change: • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events Print	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	
LO3 - Plan campaigns for change relating to crime.	Plan a campaign for change relating to crime.	AC3.1 Plan a campaign for change relating to crime.	Identify an appropriate campaign for change. Produce a detailed and comprehensive plan for their campaign including clearly described actions in a relevant time sequence. Plan should include: • Aims and objectives • Justification of choice of campaign • Target audience • Methods to be used • Materials to be used • Finances	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	

			• Timescales Resources needed		
LO3 - Plan campaigns for change relating to crime.	Design materials for use in campaiging for change.	AC3.2 Design materials for use in campaiging for change.	Produce well-designed, attractive materials for their campaign for change content must be appropriate for changing behavior. Materials should be visually and verbally stimulating and technically accurate. Design should include: • Structuring your information • Using images and other ways of capturing attention • Using persuasive language • Promoting action • Considering target audience • Aligning materials with campaign Materials such as: • Leaflets • Advertisements • Posters • Blogs Social network pages	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives *Practice* *Collaboration* *Concerned for society*	
LO3 - Plan campaigns for change relating to crime.	Justify a campaign for change.	AC3.3 Justify a campaign for change.	Give a clear, detailed and well-reasoned justification for their campaign, including conclusions that are supported by relevant judgements including: • Presenting their case for action • Using evidence to support their case • Their use of persuasive language	Fluent thinking Big picture thinking Meta cognition Seeing alternative perspectives	

			Justify their approach and the need for a campaign for change.	*Practice* *Collaboration* *Concerned for society*	
Controlled assessment					