

Unit 1 Curriculum Map:- Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich

Changing awareness of crime

Calendar	LO	Big Question/Theme	Exam Board Specification/Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)
Autumn 1	1	AC1.1 Analyse different types of crime	<p>Types of crime</p> <ul style="list-style-type: none"> • White collar • Moral • State • Technological • Individual – hate crime, honour crime and domestic abuse <p>Learners must have an understanding of the:</p> <ul style="list-style-type: none"> • Types of victim • Types of offender • Level of public awareness • Whether the offence is criminal and/or deviant 	AC 1.1 Analyse different types of crime.
	1	AC1.2 Explain the reasons that certain crimes are unreported	<p>Reasons</p> <ul style="list-style-type: none"> • Personal – fear, shame, disinterest and not affected. • Social and Cultural - lack of knowledge, complexity, lack of media interest, lack of current public concern and culture bound crime <p>Learners must consider crimes other relevant crimes that the reasons link to:</p> <ul style="list-style-type: none"> • Common assault • Domestic abuse • Vandalism • Rape • Perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide) 	AC 1.2 Explain the reasons that certain crimes are unreported. TFP
	1	AC1.3 Explain the consequences of unreported crime	<p>Consequences</p> <ul style="list-style-type: none"> • Ripple effect • Cultural (people from different cultural viewing the same action in different ways) • Decriminalisation • Police prioritisation 	AC 1.3 Explain the consequences of unreported crime

			<ul style="list-style-type: none"> • Unrecorded crime • Cultural change • Legal change • Procedural change <p>Learners must have an understanding of how the consequences have a positive and negative effect on the individual and on society.</p>	
	1	AC1.4 Describe media representation of crime	<p>Media</p> <ul style="list-style-type: none"> • Newspaper • Television • Film • Electronic gaming • Social networking • Music <p>Learners must have knowledge of:</p> <ul style="list-style-type: none"> • The difference between how the two types of newspaper portrays crime. • How the different forms of media portray crime – fictional or factual. • Specific examples of the representations. 	AC 1.4 Describe media representation of crime.
	1	AC1.5 Explain the impact of media representations on the public perception of crime	<p>Impact</p> <ul style="list-style-type: none"> • Moral panic • Changing public concerns and attitudes • Perceptions of crime trends • Stereotyping of criminals • Levels of response to crime and types of punishment • Changing priorities and emphasis <p>Learners must have an understanding of:</p> <ul style="list-style-type: none"> • Specific examples of media portrayal of criminality. • The range of impacts given. • Theories relating to the impact. 	AC 1.5 Explain the impact of media representations on the public perception of crime.
	1	AC1.6 Evaluate methods of collecting statistics about crime	<p>Evaluation criteria</p> <p>Learners must evaluate the Crime Survey for England and Wales and the Home Office, by including:</p> <ul style="list-style-type: none"> • Purpose of the method • Strengths and limitations of reliability 	AC 1.6 Evaluate methods of collecting statistics about crime. TFP

			<ul style="list-style-type: none"> • Strengths and limitations of validity • Ethics of research • purpose of research 	
Autumn 2	2	AC2.1 Compare campaigns for change	<p>Campaigns for change, e.g.</p> <ul style="list-style-type: none"> • Change in policy • Change in law • Change in priorities of agencies • Change in funding • Change in awareness • Change in attitude <p>Learners must be aware of a range of different campaigns and understand their:</p> <ul style="list-style-type: none"> • Purpose • Aim • The reason for the campaign • The driving force(s) of the campaign • The media method used • Who supported the campaign • Whether the campaign was successful or not <p>Learners must be able to compare the campaign based on the points above.</p>	<p>AC 2.1 Compare campaigns for change.</p> <p>TFP</p>
	2	AC2.2 Evaluate the effectiveness of media used in campaigns for change	<p>Media</p> <ul style="list-style-type: none"> • Blogs • Viral messaging • Social networking • Advertising • Radio • Television • Film • Documentary • Word of mouth • Events • Print <p>Learners must have knowledge of the media sources and be able to evaluate their effectiveness in promoting a campaign for change.</p>	<p>AC2.2 Evaluate the effectiveness of media used in campaigns for change.</p>

	2	AC3.1 Plan a campaign for change relating to crime	<p>Plan</p> <ul style="list-style-type: none"> • Name • Slogan • Aims • Objectives • Target audience • Methods to be used • Materials to be used • Finances • Timescales • Other resources needed <p>Learners must identify an appropriate campaign for change (not relating to a crime that has been studied in AC1.1) and produce a comprehensive plan of action.</p>	<p>AC3.1 Plan a practice campaign for change relating to crime.</p> <p>TFP</p>
	2	AC3.2 Design materials for use in campaigning for change	<p>Design</p> <ul style="list-style-type: none"> • Structure and layout of information on the materials • Use of images or other accentuating features to capture attention • Use of persuasive language • Consistency and alignment in colour scheme and information of the materials • Promotion of action • Aimed at target audience <p>Learners must design three materials which must include such as:</p> <ul style="list-style-type: none"> • Leaflets • Advertisements • Posters • Blogs • Social network pages. • Merchandise 	<p>AC 3.2 Design materials for use in campaigns for change</p>
	2	AC3.3 Justify a campaign for change	<p>Justify</p> <p>Learners will need to justify why they have chosen the following points for the campaign:</p> <ul style="list-style-type: none"> • A particular crime • Name 	<p>AC3.3 Justify a campaign for change.</p> <p>TFP</p>

			<ul style="list-style-type: none">• Slogan• Aims• Objectives• Target audience• Methods to be used• Materials to be used• Design features• Finances• Timescales• Other resources needed	
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