Summer activity booklet

2021

Name:

Due your first session back in September

AC1.1 Pre-lesson activities

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| **Assessment criteria** | **Mark Band 1** | **Mark Band 2** |
| **AC1.1** Analyse different types of crime | Description of two types of crime evident in the assignment brief.  **(1-2)** | Analysis of two types of crime evident in the assignment brief.  **(3-4)** |

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| **Content** | **Amplification** |
| **Types of crime**   * white collar   + organised   + corporate   + professional * moral * state   + human rights * technological   + e-crime * individual   + hate crime   + honour crime   + domestic abuse | Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:   * criminal offences * types of victim * types of offender * level of public awareness   Learners should know that these acts may be deviant and/or criminal.  **Deviant**  Deviance is any behaviour that violates social norms/cultural norms or accepted standards.  Society (or the majority of society) will generally disprove of deviant behaviour.  **Criminal**  Actions (behaviour) that will constitute an offence under English Law and will be punishable by law (breaking legal rules). |

**White collar crime**

Learning objective At the end of this activity you should be able to:

• understand how an important type of white collar crime occurs by examining a case study.

Bernie Madoff ran the biggest Ponzi scheme in history. Ponzi schemes take money from investors and rather than investing to make a gain, they use the latest investment to pay dividends to existing investors. They require a constant source of money to be able to keep all the investors happy. The video explains how the scheme operated. (20 minutes activity)

A. Using the link below, answer the questions that follow. <https://www.youtube.com/watch?v=al5SLsoe0C0>

1. Why would people want to invest with Bernie Madoff?

2. What did the reports received by investors show about their investment?

3. What was really happening?

4. How did Madoff pay people their dividends and requests for money?

5. How did Madoff get away with his actions?

6. How did Madoff choose the rates of return that he offered to his clients?

7. Why weren’t Madoff’s activities reported to the authorities?

8. Why did Madoff’s scheme initially hit a problem?

9. Who turned Madoff in to the authorities?

10. Who were the victims of the scheme?

B. What does the case of Bernie Madoff show us about the nature of white collar crime?

Write a sentence on each of the following:

* its complexity;,
* the level of harm caused;
* the social status of the offenders;
* and the chances of catching and prosecuting offenders.

**Technological crimes (group homework task)**

Learning objective At the end of this activity you should be able to:

• Understand the level of online abuse among young people for a local sample.

A: As a whole class, using the information on the website below, design a short questionnaire, about 5 or 6 questions, to assess the level and types of online abuse suffered by young people.

You will need to ask questions about being a victim of online abuse, which is a sensitive subject, so you need to be careful about what you ask and how you ask it.

If in any doubt, ask your teacher for advice. You should also include some questions about what kinds of thing they feel it’s acceptable or unacceptable to say about others online, e.g. in terms of their looks, behaviour etc.

<https://www.channel4.com/news/trolling-online-abuse-one-in-three-young-people-affected>

B. In small groups, distribute 10 questionnaires. You need to maintain the anonymity of your participants, so you will need to allow them to complete the questionnaire in private.

When collecting the questionnaires, have a box people can put them in (instead of having to hand them to you), so that they know you will not be able to identify them.

Remember to write on the questionnaire where they should return it to and by what date.

C. Collate your class results for your questionnaires. Do your findings support those in the survey by vInspired on page 13 of your textbook? (Napier press textbook)

D. In your group, write a summary of the class findings.

**Hate crime**

Learning objective At the end of this activity you should be able to:

• examine the work of campaigns to overcome hate crime.

A: Working with a partner, go to the TellMAMA website (it stands for Measuring AntiMuslim Attacks) <https://tellmamauk.org/> and/or Stonewall on transgender hate crime <https://www.stonewall.org.uk/comeoutforLGBT/lgbt-in-britain/hate-crime> and answer questions 1-3 below.

1. Why were the organisations set up?

2. Do you think this campaign would help encourage victims or witnesses to report offences? Give reasons for your answer.

3. What features do the sites have that would encourage reporting of crime?

B. Share your answers with the class. Do you all agree about the likely success of the campaigns?

C. Visit the websites below that show posters and campaign materials for these two campaigns.

1. For your controlled assessment you will need to produce campaign materials. What features from these materials might you use when producing your own materials? Consider the layout, language and colours.

2. Do you think these posters and materials would encourage people to support the campaigns? Give reasons for your answer. <https://tellmamauk.org/resources/>

<https://www.stonewall.org.uk/sites/default/files/No_Bystanders_Posters__1_.pdf>

**‘Honour’ crimes**

Learning objective

At the end of this activity you should be able to:

• understand ‘honour’ crimes and examine a case study of an ‘honour’ crime.

Work in small groups. Using the websites below, answer questions 1-3 that follow. <http://ikwro.org.uk/2013/08/honour-based-violence/>

https://www.theguardian.com/society/2017/nov/07/only-5-of-honour-crimes-reported-to-policeare-referred-to-cps

1. Why might ‘honour’ crimes not have been properly investigated in the past?

2. Why are such crimes still not fully investigated even when they are reported?

3. Why do you think the criminalising of forced marriage increased the reporting of ‘honour’ crimes?

Read Anisa’s story at <https://www.bbc.co.uk/news/uk-33424644> and then answer questions 4-6 below.

4. What crime was Anisa initially a victim of?

5. Why did she become a likely target for an ‘honour’ crime?

6. What has this meant for Anisa?

Homework

For more information on ‘honour’ crime and the campaign against it, watch the video (21 mins) <https://www.youtube.com/watch?time_continue=38&v=nYqNM9SvRdY>

**Domestic abuse**

Learning objective

At the end of this activity you should be able to: • analyse some of the patterns of domestic abuse with reference to a case study.

Leslie Morgan Steiner is a writer and outspoken advocate for survivors of domestic violence — including herself. Watch the clip and answer the questions that follow. <https://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave>

1. Why does Steiner state that she is not a typical domestic violence survivor?

2. Who does Steiner suggest can be a victim of domestic violence?

3. Why does Steiner say domestic abuse is confusing?

4. Which group does she suggest is most at risk of domestic violence?

5. Note the statistics she gives for domestic violence in the United States (US).

6. How many children are victims of domestic violence in the US?

7. What does Steiner identify about her former partner that might have contributed to his actions?

8. Note the phases of domestic violence that Steiner identifies in her story.

9. Why didn’t Steiner report the early cases of domestic violence?