

Annotated Mark Scheme for Criminology controlled assessment: Unit 1

This resource is for teachers only. It contains confidential information about final controlled assessment tasks and should not be shared with students.

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band
LO1 Understand how crime reporting affects the public perception of criminality	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)	AC1.1: The quality of analysis is paramount. Learners should analyse each of the crimes according to the criteria set out in the Amplification section of the specification. Learners should analyse both crimes fully in order to gain full marks (4 marks). Teacher annotations should justify the marks awarded.
	AC1.2 Explain the reasons that certain crimes are unreported	Reasons for the two unreported crimes are limited in explanation. (1-2)	Clear and detailed explanation of the reasons for the two unreported crimes. (3-4)	AC1.2: For marks in Band 2 the reasons provided should link to the crimes analysed in AC1.1. Both social and cultural reasons (coverage need not necessarily be balanced) should also be covered for Band 2 .
	AC1.3 Explain the consequences of unreported crime	Limited explanation (may only list examples) of the consequences of unreported crime. (1-2)	Clear and detailed explanation (includes relevant examples) of the consequences of unreported crime. (3-4)	AC1.3: As noted by the task, individually, the explanations of each consequence can be brief. The detail required for marks in Band 2 will be provided by the breadth of consequences discussed (to include relevant examples and discussion of both positive and negative consequences). To gain full marks (4 marks), learners should briefly cover all the consequences listed in the specification.
	AC1.4 Describe media representation of crime	Limited description of the media representation of crime. (1-3)	Detailed description of the media representation of crime including relevant examples. (4-6)	AC1.4: To gain full marks (6 marks), learners should cover all media types listed in the specification. Individually, descriptions of each media type can be brief but for marks in Band 2 , learners must describe the way each different media type represents crime and should include relevant examples to enhance descriptions.
	AC1.5 Explain the impact of media representations on the public perception of crime	Limited explanation of the impact of media representations on the public perception of crime. (1-3)	Clear and detailed explanation of the impact of a range of media representations on the public perception of crime. (4-6)	AC1.5: To gain full marks (6 marks), learners should briefly explain all impacts listed in the specification. The explanations should be supported by examples of media portrayal of criminality.
	AC1.6 Evaluate methods of collecting statistics about crime	Limited (may only list methods/sources of information) evaluation of two methods of collecting information about crime. (1-3)	Clear and detailed evaluation of two methods/sources of information used to collect information about crime with clear evidence of reasoning. Detailed and relevant reference to specific sources. (4-6)	AC1.6: The task requires evaluation of the two methods/sources of information covered by the specification only (Home office statistics and the crime survey for England and Wales). For marks in Band 2 , evaluation should be thorough and should make wide use of the evaluation criteria (but not necessarily all) listed in the Content section of the specification. Teacher annotations should justify the marks awarded.

AC1.1: Where a learner has only discussed **one** crime or they have analysed crimes not contained in the scenario presented by the brief, they should be restricted to marks in **Band 1**.

AC1.6: Where a learner has only discussed **one** type of method/source of information listed in the specification, they should be restricted to marks in **Band 1**.

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
LO2 Understand how campaigns are used to elicit change	AC2.1 Compare campaigns for change	Limited awareness of campaigns for change. Evidence is mainly descriptive. (1-3)	Some comparison of a range of campaigns for change. There are some links to planned campaigns to support decision making. (4-7)	Clear and detailed comparison of a range of relevant campaigns for change. Explicit links to planned campaign with reference to specific and appropriate sources to support conclusions. (8-10)	AC2.1: For marks in Band 3 comparisons between four or more campaigns must be explicit. Learners cannot be awarded a mark in Band 3 where they have not explicitly discussed their own planned campaign.
	AC2.2 Evaluate the effectiveness of media used in campaigns for change	Limited evaluation of the effectiveness of media used in campaigns for change. Evidence is mainly descriptive and limited in range. (1-5)	Some evaluation of the effectiveness of a range of media used in relevant campaigns for change. Response is largely descriptive but includes some appropriate judgements. (6-10)	Clear and detailed evaluation of effectiveness of a range of media used in relevant campaigns for change. Clear evidence of well-reasoned judgements to support conclusions. (11-15)	AC2.2: For marks in Band 2 some evaluation will be apparent, but for marks in Band 3 this evaluation will be thorough and sustained and supported by evidence throughout. For full marks (15 marks), candidates must thoroughly evaluate the required range of four types of media.
AC2.1: Learners are not required to identify campaigns for change related to all changes listed in the Content section of the specification. All campaigns selected by individual learners for comparison can be related to the same purpose e.g. a change in law.					
AC2.2: For marks in Band 1 the response will be mainly descriptive of the way a limited range of different types of media are used in campaigns for change.					
Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
LO3 Plan campaigns for change relating	AC3.1 Plan a campaign for change relating to crime	Plan for campaign, relevant to selected assignment brief, is limited in detail. Appropriate actions, sequences and time are briefly outlined. (1-3)	Plan for campaign, relevant to selected assignment brief, has evidence of some appropriate actions in a relevant time sequence in some detail. (4-7)	Detailed and appropriate plan for campaign, relevant to selected assignment brief, includes clearly described actions in a relevant time sequence. (8-10)	AC3.1: The campaign chosen must relate to one of the crime categories (e.g. moral crime, honour crime) marked in red within the chosen brief. Where this is not the case, learners must be limited to a mark in Band 1 . The plans awarded the highest marks in Band 3 should address all bulleted points in the Content section of the specification.
	AC3.2 Design materials for use in campaigning for change	Materials are basic/simple in design. Limited clarity of purpose for the materials. (1-5)	Some evidence of materials which are designed with relevant content and which stimulate some interest. Some evidence of persuasive language and clarity of purpose. (6-10)	Attractive materials are designed with relevant content which stimulates interest. Evidence of persuasive language and clarity of purpose. Some evidence of technical skills. (11-15)	Well-designed attractive materials are presented. Content is appropriate for changing behaviour. Materials are visually and verbally stimulating and technically accurate. (16-20)
AC3.1: Where no time sequence is identified within the plan, marks are limited to Band 1 . Where the chosen campaign does not relate to a crime of any description, a mark of zero should be awarded.					
AC3.2: A range of at least three different types of material (examples listed in Amplification section) is expected and learners should consider each of the design features listed in the specification in relation to their materials.					
AC3.2: When awarding marks in Band 3 and Band 4 , consider the creative ability demonstrated, the use of persuasive language, the power of the imagery selected in order to stimulate interest and the alignment of the materials to the campaign.					
AC3.3: It is recommended that the justification is completed as a separate part of the report. Where learners have, in the past, simply annotated their campaign materials, the justification has often lacked the depth to gain marks in the highest bands.					
	AC3.3 Justify a campaign for change	Limited justification of a campaign for change. Evidence is largely descriptive with few judgements. (1-5)	Some justification is well-reasoned. Response is largely descriptive but includes some appropriate judgements. Persuasive language is used. (6-10)	Clear and detailed justification which is well-reasoned. Conclusions are supported by relevant judgements including the use of persuasive language. (11-15)	AC3.3: Attention should be paid to the additional detail provided in the Amplification section. To gain marks in Band 3 , learners should justify the approach taken by their campaign and should also justify the need for it.