

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO1 Understand how crime reporting affects the public perception of criminality	AC1.1 Analyse different types of crime	Types of crime <ul style="list-style-type: none"> white collar <ul style="list-style-type: none"> organised corporate professional moral state <ul style="list-style-type: none"> human rights technological <ul style="list-style-type: none"> e-crime individual <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> criminal offences types of victim types of offender level of public awareness Learners should know that these acts may be deviant and/or criminal.
	AC1.2 Explain the reasons that certain crimes are unreported	Reasons <ul style="list-style-type: none"> personal, e.g. <ul style="list-style-type: none"> fear shame disinterest not affected social and cultural, e.g. <ul style="list-style-type: none"> lack of knowledge complexity lack of media interest lack of current public concern culture bound crime (e.g. honour killing, witchcraft) 	Learners should have an understanding of the reasons why certain crimes are not reported to the police. Learners should consider crimes such as: <ul style="list-style-type: none"> common assault domestic abuse vandalism rape perceived victimless crimes (e.g. white-collar crime, vagrancy, prostitution, assisted suicide)
	AC1.3 Explain the consequences of unreported crime	Consequences <ul style="list-style-type: none"> ripple effect cultural decriminalisation police prioritisation unrecorded crime cultural change legal change procedural change 	Learners should have an understanding of the positive and negative effects of unreported crime on the individual and on society.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
	AC1.4 Describe media representation of crime	Media <ul style="list-style-type: none"> • newspaper • television • film • electronic gaming • social media (blogs, social networking) • music 	Learners should have knowledge of specific examples of how different forms of media are used to portray fictional and factual representations of crime.
	AC1.5 Explain the impact of media representations on the public perception of crime	Impact <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 	Learners should 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.
	AC1.6 Evaluate methods of collecting statistics about crime	Evaluation criteria <ul style="list-style-type: none"> • reliability • validity • ethics of research • strengths and limitations • purpose of research Information about crime <ul style="list-style-type: none"> • Home Office statistics • crime survey for England and Wales 	Learners should evaluate the methods used to collect and present the two sources of information about crime given in the content. The evaluation should use the criteria specified in the content.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO2 Understand how campaigns are used to elicit change	AC2.1 Compare campaigns for change	Campaigns for change, e.g. <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 	Learners should be aware that campaigns for change may have different purposes. Learners should compare examples of campaigns for change and examine their effectiveness in achieving their objectives. Campaigns could include, for example, classification of drugs, euthanasia, abortion, smoking, etc.
	AC2.2 Evaluate the effectiveness of media used in campaigns for change	Media <ul style="list-style-type: none"> • blogs • viral messaging • social networking • advertising • radio • television • film • documentary • word of mouth • events • print 	Learners should have knowledge of the media and specific materials used in campaigns and be able to evaluate their effectiveness in promoting a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
LO3 Plan campaigns for change relating to crime	AC3.1 Plan a campaign for change relating to crime	Plan <ul style="list-style-type: none"> • aims and objectives • justification of choice of campaign • target audience • methods to be used • materials to be used • finances • timescales • resources needed 	Learners should identify an appropriate campaign for change and produce a comprehensive plan of action.
	AC3.2 Design materials for use in campaigning for change	Design <ul style="list-style-type: none"> • structure of information • use of images or other accentuating features to capture attention • use of persuasive language • promotion of action • consideration of target audience • alignment with campaign 	Learners should consider the design of materials such as: <ul style="list-style-type: none"> • leaflets • advertisements • posters • blogs • social network pages.
	AC3.3 Justify a campaign for change	Justify <ul style="list-style-type: none"> • presentation of a case for action • use of evidence in support of a case • use of persuasive language 	Learners should justify the approach and the need for a campaign for change.

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
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)		
	AC1.2 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)		
	AC1.3 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)		
	AC1.4 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)		
	AC1.5 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)		

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
LO1 Understand how crime reporting affects the public perception 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)		

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)	
	AC2.2 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)	

Unit 1 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
LO3 Plan campaigns for change relating to crime	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)	
	AC3.2 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)
	AC3.3 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)	