

Ensure all of these ACs are fully evaluated on these criteria – this should be reflected in feedback

AC1.1	AC1.2	AC1.3
<p>Learners should have knowledge of specific examples of different types of crime and be able to analyse them by:</p> <ul style="list-style-type: none"> <li>• criminal offences</li> <li>• types of victim</li> <li>• types of offender</li> <li>• level of public awareness</li> </ul> <p>Learners should know that these acts may be deviant and/or criminal.</p>	<p><b>REASONS</b></p> <p><b>Personal</b>, e.g.</p> <ul style="list-style-type: none"> <li>• fear</li> <li>• shame</li> <li>• disinterest</li> <li>• not affected</li> </ul> <p><b>Social and Cultural</b>, e.g.</p> <ul style="list-style-type: none"> <li>• lack of knowledge</li> <li>• complexity</li> <li>• lack of media interest</li> <li>• lack of current public concern</li> <li>• culture bound crime (e.g. honour killing, witchcraft)</li> </ul>	<p><b>CONSEQUENCES</b></p> <ul style="list-style-type: none"> <li>• ripple effect</li> <li>• cultural</li> <li>• decriminalisation</li> <li>• police prioritisation</li> <li>• unrecorded crime</li> <li>• cultural change</li> <li>• legal change</li> <li>• procedural change</li> </ul>

AC1.4	AC1.5	AC1.6
<p><b>MEDIA</b></p> <ul style="list-style-type: none"> <li>• newspaper</li> <li>• television</li> <li>• film</li> <li>• electronic gaming</li> <li>• social media (blogs, social networking)</li> <li>• music</li> </ul>	<p><b>IMPACTS</b></p> <ul style="list-style-type: none"> <li>• moral panic</li> <li>• changing public concerns and attitudes</li> <li>• perceptions of crime trends</li> <li>• stereotyping of criminals</li> <li>• levels of response to crime and types of punishment</li> <li>• changing priorities and emphasis</li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>• reliability</li> <li>• validity</li> <li>• ethics of research</li> <li>• strengths and limitations</li> <li>• purpose of research</li> </ul>

AC2.1	AC2.2
<p><b>CAMPAIGNS</b></p> <ul style="list-style-type: none"> <li>• For marks in Band 3 comparisons between four or more campaigns must be explicit.</li> <li>• Learners cannot be awarded a mark in Band 3 where they have not explicitly discussed their own planned campaign.</li> </ul>	<p><b>MEDIA</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• For marks in Band 2 some evaluation will be apparent</li> <li>• For marks in Band 3 this evaluation will be THOROUGH and SUSTAINED and supported by evidence throughout.</li> <li>• For full marks (15 marks), candidates must thoroughly evaluate the required range of four types of media – this should include quantitative judgments/statistics</li> </ul>

AC3.1	AC3.2	AC3.3
<p><b>PLANNING</b></p> <p>Where no time sequence is identified within the plan, marks are limited to BAND 1</p> <p>The campaign chosen must relate to one of the crime categories (i.e. moral crime, technological crime, individual crime (hate crime, domestic abuse and honour crime) marked in red within the chosen brief. Where this is not the case, earners must be limited to a mark in Band 1.</p> <p>The plans awarded the highest marks in Band 3 should address all bulleted points in the Content section of the specification.</p> <ul style="list-style-type: none"> <li>○ AIMS AND OBJECTIVES</li> <li>○ JUSTIFICATION OF CHOICE OF CAMPAIGN</li> <li>○ TARGET AUDIENCE</li> <li>○ METHODS TO BE USED</li> <li>○ MATERIALS TO BE USED</li> <li>○ FINANCES</li> <li>○ TIMESCALES</li> </ul> <ul style="list-style-type: none"> <li>● The campaign chosen must relate to one of the crime categories (i.e. moral crime, honour crime) marked within the chosen brief. Where this is not the case, learners must be limited to BAND 1.</li> <li>● The plans awarded the highest marks in BAND 3 should address all bulleted points in the Content section of the specification.</li> </ul>	<p><b>DESIGN</b></p> <ul style="list-style-type: none"> <li>● A range of at least three different types of material. learners should consider each of the design features listed in the specification in relation to their materials.</li> <li>● For Band 4 Well-designed attractive materials are presented. Content is appropriate for changing behaviour. Materials are visually and verbally stimulating and technically accurate.</li> </ul>	<p><b>EVALUATION CRITERIA</b></p> <ul style="list-style-type: none"> <li>● AC3.3: It is recommended that the justification is completed as a separate part of the report (But not essential)</li> <li>● For BAND3 'Clear and detailed justification which is well-reasoned. Conclusions are supported by relevant judgements including the use of persuasive language'.</li> </ul>