

Introduction

Welcome to your *Level 3 Applied Diploma in Criminology* textbook!

This is a brief introduction to give you a quick overview. You probably want to get started on the criminology, but it's worth spending a few minutes first to get to know the key features of your book and how you will be assessed.

Your book's features

If you leaf through your book, you will see some of its main features, including the following.

Topics The book's Units are divided into self-contained Topics, each covering one of the assessment criteria that you need to study.

Getting started Each Topic begins with a short activity to get you thinking about that Topic and to link it back to what you have already learned. Some are to be done with a partner or in a small group and others are for you to do on your own.

Activities Within the Topics you will find a wide variety of Activities to develop your knowledge, understanding and skills. Most of these are online (you'll see links to our website). Some are media-based, others are research or discussion-based, and most are to be done in pairs or groups.

Boxes These contain additional information linked to the main text.

Case studies and Scenarios These involve real-life and fictitious cases and crime situations for you to consider.

Questions You will find questions to get you reflecting on what you have read.

Controlled Assessment Preparation At the end of every Unit 1 Topic, a special section outlines what you need to do to prepare for the controlled assessment. You will find a description of what the controlled assessment involves below.

Preparing for the Exam At the end of every Unit 2 Topic, you will find one or more practice questions like those you will see in the Unit 2 exam. These will either have Advice on how to tackle the question, or a student's answer that scored full marks, plus the marker's comments.

Studying Level 3 Criminology

This book – *Criminology Book One* – is designed to help you achieve the WJEC Level 3 Applied Certificate or Diploma in Criminology.

- For the Certificate, you must pass Units 1 and 2. These are covered in this book.
- For the Diploma, you must also pass Units 3 and 4. These are covered in *Criminology Book Two*.

These are the Units you will study in your first year:

- **Unit 1 Changing awareness of crime**
- **Unit 2 Criminological theories**

Case study Genocide

The following are examples of genocide in recent times.

- **The Nazi regime and the Holocaust, Europe 1933-45:** The persecution and killing of the Jews, Roma (Gypsies), gays, the disabled and others by the Nazis.
- **Rwanda, 1994:** 800,000 Tutsis and moderate Hutus were killed, and an unknown number forced to flee the country.
- **Myanmar (Burma) since 2016:** The Rohingya ethnic minority have suffered looting and burning of villages, massacres, sexual violence and expulsion from the country by the military.

ACTIVITY State crimes

In small groups, research one of these examples and prepare a short presentation to show the rest of the class.



Ethnic cleansing. Rohingya refugees forced out of their homeland in Myanmar.

Technological crimes

These are offences involving the use of information and communication technology (ICT) such as the internet, social media etc. They are also known as cyber-crimes or e-crimes.

Criminal offences

Criminal offences involving ICT include the following:

- **Financial crimes**, e.g. phishing frauds
- **Cyber-trespass**, e.g. hacking social media accounts or releasing viruses
- **Identity theft** (stealing someone's personal data)
- **Hate crimes** such as racist abuse, online threats to rape or assault individuals etc.
- **Illegal downloading** of copyrighted material such as music and videos
- **Publishing or viewing child pornography**.



Data breaches can threaten millions of social media users.

TOPIC 1.5

Explain the impact of media representations on the public perception of crime

Getting started

Working with a partner

1. Make a list of three crimes you have seen in the media in the last week.
2. How did you hear about these crimes? Be specific — say what type of media, for example.
3. Would you have heard about these crimes if they were not in the media?

Share your answers with the class. Did everyone have the same stories?

The impact of media portrayals of crime

How the media portray crime and criminals has a big impact on how the public perceives crime. Media coverage can affect how much crime people believe there is, whether they think it is increasing, and how much of a threat they feel it to be. In turn, this may lead the public to demand that the police, courts or government take steps to deal with the perceived problem, such as a 'crackdown' on a particular type of crime or the introduction of new laws.

ACTIVITY Media

The impact of media coverage

Go to www.criminology.uk.net



Moral panic

The media's representations of crime may actually cause *more* crime by creating a moral panic. Stanley Cohen defines a moral panic as an exaggerated, irrational over-reaction by society to a perceived problem. It starts with the media identifying a group as a *folk devil* or threat to society's values, exaggerating the problem's real seriousness with sensationalised reporting.

The media, politicians and other respectable figures then condemn the group's misbehaviour and call for a 'crackdown' by the authorities. However, this can actually make matters worse, by amplifying (enlarging) the scale of the problem that caused the panic in the first place.

The mods and rockers

Cohen's book *Folk Devils and Moral Panics* is a classic study of this process. Cohen examines how the media's response to disturbances between two groups of working-class youths, the mods and the rockers, created a moral panic.

Initially, differences between the two were not clear cut and not many young people identified themselves as belonging to either 'group'. The disturbances started on a wet Easter weekend in 1964 at the resort of Clacton, with a few scuffles and some minor property damage.

Mods and rockers

The media's sensational reporting of events and their demonising of young people as folk devils included calls for the police and courts to crack down.

For example, Cohen documents cases of police making arbitrary arrests before any offence had been committed, arresting innocent bystanders, and provoking people into committing offences (for example by pushing them around until they reacted). Similarly, the courts remanded defendants in prison for trivial offences, and sentences for those convicted were unusually harsh. This was partly because magistrates felt it necessary to 'teach them a lesson' and partly to set an example that would deter others from similar behaviour.

The 2011 riots

The riots began following a demonstration outside Tottenham police station to protest at the shooting to death of Mark Duggan by Metropolitan Police officers. Rioting quickly spread to other parts of the country.

According to Simon Rogers, the sentences imposed on those convicted of offences committed during the riots were disproportionately harsh. For example:

- **Youth courts** gave custodial sentences to 32% of those convicted, compared with only 5% for those convicted of similar offences in 2010 (the year before the riots).
- **Magistrates' courts** sent 37% of those convicted to jail, compared with only 12% for similar cases in 2010, and the average sentence was almost three times as long.
- **Crown courts** sent 82% of those convicted to jail, compared with only 33% of similar cases in 2010. Sentences were eight months longer on average.

Commenting on such sentences, the former chair of the Criminal Bar Association, Paul Mendelle QC, said there is a danger that the courts may get caught up in a "kind of collective hysteria and actually go over the top and hand out sentences which are too long and too harsh."



The London riots, August 2011. Firefighters and police attend a burning building in Croydon.

The media's role

The media played a major part in setting the tone for the harsher sentences. For example, the *Daily Mail* described the rioters as 'illiterate and innumerate', engaged in an 'orgy' of looting and as 'wild beasts' who 'respond only to instinctive animal impulses — to eat and drink, have sex, seize or destroy the property of others.'

Criticisms of the DDA

The DDA has been widely criticised as a knee-jerk over-reaction to tabloid headlines. One critic describes it as ‘a classic example of what not to do’.

The DDA was a response to a moral panic that exaggerated the dangers. Deaths caused by dog attacks are actually very rare: there were only 30 deaths in the first 25 years after the DDA was passed, and 21 of these were caused by dogs not covered by the Act.

‘Blame the deed, not the breed’

One problem with the DDA is in deciding whether a dog is a pit bull or not. Critics also argue that destroying dogs just because of their breed is a form of ‘doggy genocide’. They claim we should ‘blame the deed, not the breed’ and that the law should target irresponsible owners, not the dogs.

In fact, as Baker admitted, there are more reported dog bites by some other breeds than by pit bulls, but if he had put dogs such as Alsations and Dobermans into the same category, it “would have infuriated the ‘green welly’ brigade” of middle- and upper-class Conservative voters.

Critics such as Lodge and Hood argue that there is a ‘canine class issue’ here. Pit bull owners have been labelled and stigmatised by the media as irresponsible, lower-class ‘chavs’ living on council estates. The dogs themselves have been portrayed as a macho status symbol favoured by gang members and drug dealers.

Illegal raves

The media also played a major part in changing government and police priorities in relation to illegal raves. ‘Rave culture’ first emerged in the late 1980s, characterised by taking the drug Ecstasy (MDMA) and dancing to acid house music at ‘raves’ often held at venues in rural areas.

Media reaction Initial media reaction was fairly favourable, with the *Sun* selling ‘smiley face’ T-shirts and describing acid house as ‘groovy and cool’. However, the first signs of a moral panic began to emerge in 1988, with the *Sun* warning:

“You will hallucinate. For example, if you don’t like spiders you’ll start seeing giant ones. There’s a good chance you’ll end up in a mental hospital for life. There’s a good chance you’ll be sexually assaulted while under the influence. You may not even know it until a few days or weeks later.”

BBC documentaries made exaggerated claims about the dangers of Ecstasy. According to Sam Bradpiece, the BBC repeatedly demonised rave culture as a threat to society, justifying a tough response from government and the law.

Change in the law Finally the government changed the law specifically to stop raves. The 1994 Criminal Justice and Public Order Act applies to open-air gatherings of 100 or more people where amplified music with repetitive beats is played at night and is likely to cause distress to local residents. (This is the only time a particular style of music has ever been made illegal.) Those attending the rave can be arrested without a warrant.



Dog lovers protest against breed specific legislation for so-called dangerous dogs.

Politics As well as the role of the media in changing priorities in the law, politics also played a part. The hedonistic (pleasure-seeking) culture of the rave scene was sharply opposed to the values of the Conservative governments of Margaret Thatcher and John Major, which emphasised self-discipline, hard work and individualism.

CONTROLLED ASSESSMENT PREPARATION

What you have to do

Using your notes from Topic 1.5 *Explain the impact of media representations on the public perception of crime*, give a clear and detailed explanation of the impact of a range of media representations on the public perception of crime.

Impact

- 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.

You 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.

The assignment brief scenario

Where relevant you should make reference to the brief in your answer.

How it will be marked

4-6 marks: Clear and detailed explanation of the impact of a range of media representations on the public perception of crime.

1-3 marks: Limited explanation of the impact of media representations on the public perception of crime.

Timing In your controlled assessment you will have approximately 35 minutes to complete this section.

Materials Similarly, your choice of materials also needs to consider your target audience. Explain how you will use your materials and why they will be relevant to your audience. For example, producing mugs might not be the best way to engage young people.

ACTIVITY Engaging your target audience

1. Which materials are you going to use (e.g. leaflets, posters, merchandise, website etc.)?
2. How will the characteristics of your target audience affect the methods you will use for your campaign?
3. Explain how your materials and the way you are going to use them will enable you to reach and engage your target audience.



A poster with a striking image can be a very effective way of getting your anti-crime message across.

Finances

Your costs Finance is an essential part of almost any campaign. Your plan needs to consider what your campaign is going to cost. This will depend on your methods and materials and these will link to engaging your target audience.

You will need to make a realistic estimate of these costs. For example, if you intend to give away merchandise, you need to fully research the costs of that merchandise. If merchandise proves expensive you may choose to sell it during events or online to help recoup your costs.

Fundraising You need to consider how you will raise enough money to run your campaign. You will therefore need to include fundraising as part of your campaign plan. What you intend to spend cannot be more than the likely amount you will raise from your fundraising activities, so it's important that you make as realistic an estimate as possible of what you think you can raise. Don't be over-optimistic.

ACTIVITY Finances

Produce a financial plan for your campaign.

1. Work out the cost of any campaign materials you intend to use. For example, if you are going to print T-shirts, how much will they cost? How many will you produce?
2. How will you raise money? Give some examples of how you might raise funds and how much you would expect to obtain from these sources.

Timescales

This links to the time-bound element of your SMART objectives. To make your campaign a success, you need to ensure that everything is completed in good time. You should work out how much time you are going to need for each of the following stages of your campaign: