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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.

Now Test Yourself 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 in the top mark band, 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**

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

- **Unit 3 Crime scene to courtroom**
- **Unit 4 Crime and punishment**

Learning Outcomes

Each unit is divided into Learning Outcomes. These state what you should know, understand and be able to do as a result of completing the Unit. There are three Learning Outcomes for Unit 1 and four for Unit 2.

Assessment Criteria

Each Learning Outcome is divided into Assessment Criteria. There are eleven of these for Unit 1 and ten for Unit 2. They state what you must be able to do in order to show that you have achieved the Learning Outcomes.

In this book, each Assessment Criterion is covered in a separate Topic. For example, Assessment Criterion AC1.1 is covered by Topic 1.1 and so on.

If you look at the Contents page of this book, you will see the Learning Outcomes for Units 1 and 2 and underneath each one, the relevant Assessment Criteria (these are listed as Topics).

How you will be assessed

In the first year of the Diploma course, you will take a controlled assessment and an external exam. The details of these are as follows.

Unit 1: the controlled assessment

- Unit 1 is assessed using a controlled assessment. Just like in a traditional exam, you work alone.
- But unlike in a traditional exam, you may take your class notes into the controlled assessment environment to assist you. Class notes are those supplied by your teacher (in note or PowerPoint form) as well as your personal notes and work from your studies and lessons. You are not permitted to take previously designed materials for Learning Outcome 3 into the controlled assessment.
- The controlled assessment is in two parts. Part one covers Learning Outcome 1 and is three hours long. Part two covers Learning Outcomes 2 and 3 and is five hours long.
- Once you have taken in all your materials on the first day, you must leave them there until the controlled assessment is finished.
- You can use the internet in part two of the assessment, but you won't be allowed to access your own electronic files and documents.
- Your teacher will decide when your class will take the controlled assessment.
- The controlled assessment will be marked by your teacher. A sample of the marked work will then be sent to WJEC, the exam board, to check that it has been marked at the correct standard.
- The assessment includes a brief – a scenario describing a situation involving various crimes. You have to complete certain tasks linked to the brief.

Unit 2: the external exam

- Unit 2 is examined by a traditional exam of 1 hour 30 minutes, set and marked by examiners outside your school or college.
- There are three questions each worth 25 marks – a total of 75 marks.
- Each question is sub-divided into part questions. Some of these will be shorter (1 to 4 marks) and others will be longer (6 or 9 marks).

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- Each question begins with stimulus material such as a crime scenario. Some of the part questions will relate to this.
- You sit the exam in the summer term. It will assess all four Learning Outcomes.

Unit 2 and synoptic assessment

Synoptic assessment involves making links between what you learn in different Units, and you will find that some of the questions in the Unit 2 exam will ask about things you have covered in Unit 1.

Grades and re-sits

Both units are graded from A to E.

For Unit 1, you are allowed one re-sit opportunity. If you re-sit, you must submit a new assessment.

For Unit 2, you are allowed two re-sit opportunities. The highest grade will count towards your final overall grade.

Further guidance on assessment

You will find further guidance on the controlled assessment at the end of Unit 1 and on the exam at the end of Unit 2.

Units 3 and 4

In the second year of your course, you will study Units 3 and 4. You will find more detail of these two Units in *Criminology Book Two*.

The Certificate and Diploma units and how they are assessed are summarised below.

Year	Unit	Assessment	Qualification
1	Unit 1 Changing awareness of crime	Controlled assessment 2 parts: 3 hours + 5 hours	25% of the Diploma 50% of the Certificate
1	Unit 2 Criminological theories	Exam 1 hour 30 minutes	25% of the Diploma 50% of the Certificate
2	Unit 3 Crime scene to courtroom	Controlled assessment 2 parts: 3 hours + 5 hours	25% of the Diploma
2	Unit 4 Crime and punishment	Exam 1 hour 30 minutes	25% of the Diploma

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UNIT 1

CHANGING AWARENESS OF CRIME

Overview

We begin this Unit by looking at a range of different types of crime and then we go on to examine the reasons why some types of crime are under-reported. For example, victims of crimes such as domestic abuse are often reluctant to come forward, while witnesses may decide turn a blind eye to crimes that they view as harmless, such as smoking cannabis or illegally downloading music.

We then go on to examine the effects of crime not being reported. For example, unreported crimes may cease to be a priority for the police, even if the offences involved are serious.

Much of what we know about crime comes from the media, which produce an endless stream of news about real-life crime as well as fictional portrayals in crime dramas. But the media have been accused of distorting and sensationalising crime. In this Unit we look at how accurate the media's portrayal actually is and how it can even make the problem worse, for example by triggering 'moral panics' about crime.

Instead of the media, an alternative source of information are the statistics gathered by the police, government researchers and criminologists. We examine the strengths and limitations of these methods of measuring the amount and types of crime in society.

We then look at what campaigners have done to raise awareness of crimes and how some have succeeded in changing the law. Finally, this Unit gives you the opportunity to practise designing campaign materials and on the day of the controlled assessment, you will design a campaign related to one of the crimes in the brief.

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TOPIC
1.1 Analyse different types of crime

Getting Started

Working on your own

1. Make a list of five crimes that you have heard about recently - these could be in your local area, nationally reported or even international.
2. For each of the crimes you have listed, which people are the victims of this type of crime and who are the perpetrators (those who commit it)?
3. Why do you think certain kinds of crime receive a lot of media attention?

Share your answers with the person next to you. Do you have similar or different answers?

There are many different crimes. To make sense of crimes, we can group them into different types. This Topic will look at a range of different types of crime.

White collar crime

White collar crimes are crimes that are committed by people who are in a position of power or authority.

Criminal offences

White collar crime covers a wide range of offences by businesses and professionals, including defrauding customers, tax evasion, breaking health and safety laws, polluting the environment, and illegally discriminating against their employees.

Victims and offenders

The criminologist Edwin Sutherland defined white collar crime as: 'a crime committed by a person of respectability and high social status in the course of their occupation'.

This can include people such as company directors and managers, as well as professionals such as accountants, lawyers, doctors and dentists.

- **Corporate crime** When crime is committed by or on behalf of a company (for example, by cheating its customers or evading tax to increase its profits), this is known as corporate crime.
- **Professional crime** When crime is committed by professionals (for example, accountants stealing their clients' funds), this is known as professional crime.

Victims White collar crime is sometimes said to be 'victimless' but in fact there are many victims:

- **Consumers** For example, companies may make false claims when advertising their products, or sell unfit or dangerous goods.
- **Tax payers and the government** Companies who evade tax are defrauding other taxpayers and depriving the government of funds to pay for public services.

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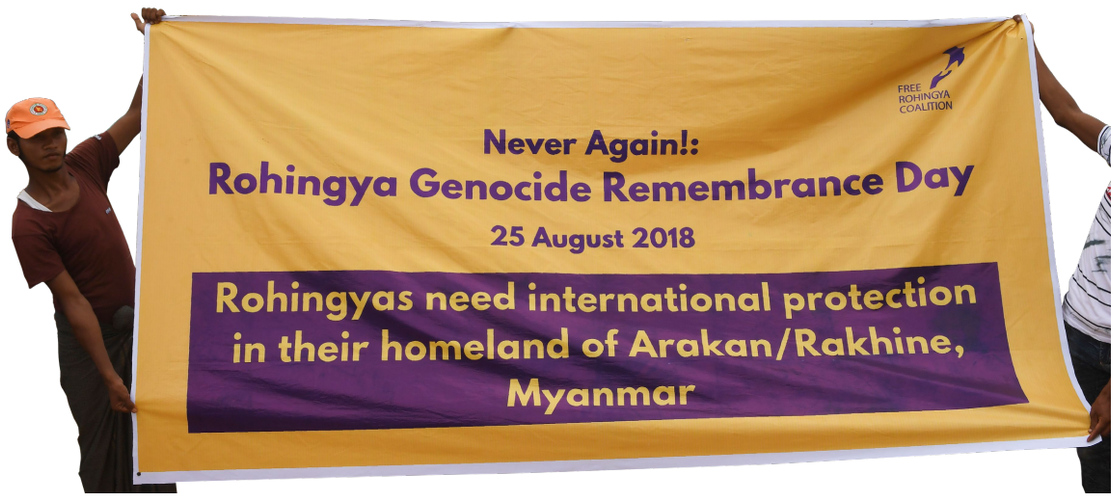
Case study **Genocide**

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.

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16-24; separated and divorced women; lone parents; those with a disability; and women in the lowest income bracket.

Males are less likely to be victims and male victims are even less likely than female victims to report abuse. This may be due to the feeling that it is unmasculine and to the fact that the abuse is generally less severe.

ACTIVITY Media

Domestic abuse — Go to www.criminology.uk.net

Level of public awareness

Several factors lead to low public awareness of domestic abuse:

- It takes place mainly in the home, hidden from the public and police.
- Victims are often too afraid to report the crime, which makes the problem look smaller than it really is.
- The police have often seen it as 'only a domestic' and not intervened in what they view as a private matter between man and wife.

However, feminist campaigners have had some success bringing domestic abuse to the attention of the media, politicians and the public, and this has pushed the criminal justice system into taking it more seriously. However, there remains a long way to go. For example, the CSEW found that 1.6 million women suffered domestic abuse in 2020. Yet only a small minority of these offences are reported to police and only 1 in 12 of these results in a successful prosecution.

Deviant, criminal or both?

Domestic abuse is a crime and is widely accepted as being deviant behaviour. However, the CSEW found that a small minority of both men and women thought it was acceptable to hit or slap a partner in certain circumstances, such as having an affair or cheating on them, flirting with other people, or constantly nagging.

CONTROLLED ASSESSMENT PREPARATION

What you have to do

Using your notes from Topic 1.1 *Analyse different types of crime*, analyse the following types of crime, using a range of relevant examples:

- white collar: organised; corporate; professional
- moral
- state: human rights
- technological: e-crime
- individual: hate crime; honour crime; domestic abuse

Use the following points to analyse each type of crime:

- criminal offences
- types of victim
- types of offender
- level of public awareness
- criminal, deviant or both.

The assignment brief scenario

You must analyse two crimes in the assignment brief, which you will be given on the day of the controlled assessment.

How it will be marked

3-4 marks: Analysis of two types of crime evident in the assignment brief.

1-2 marks: Description of two types of crime evident in the assignment brief.

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ACTIVITY Research

Reporting online bullying

Go to www.criminology.uk.net

Complexity

Some crimes are very complex and it can be difficult to tell whether a crime has been committed. For example, white collar crimes committed in companies may involve complex accounting procedures which mean the crime is never uncovered. Clearly, if a crime is not discovered in the first place, then it cannot be reported.

Case study Complexity of the crime

For two and a half years, an accountant, a construction services company boss and a payroll administrator defrauded HM Revenue and Customs (HMRC) of VAT, income tax and National Insurance Contributions deductions worth £6.9 million.

The men hid their fraud by using a complex network of companies and bank accounts. Clients of the company were charged VAT on the services provided, employees of the company had tax deducted from their pay, but neither the VAT nor the taxes were paid across to HMRC.

The company supplied short-term contractors to the construction industry, often providing hundreds of workers at a time. But rather than pay the tax and National Insurance to HMRC, the three men stole the money to fund lavish lifestyles.

Adapted from HMRC Press Release, 24 October 2016

1. Why would it be difficult to know that the men in this case had committed a crime?
2. Why would this type of crime be unlikely to be reported?

Lack of media interest

Much of our knowledge of crime is gained through the media's coverage of it. This increases people's awareness and may make witnesses and victims of the sorts of crimes covered by the media more likely to report them to the police.

Conversely, crimes that are not in the media spotlight may not get reported to the police. If the media don't sensitise their audiences to a given type of crime, the public will be less vigilant or anxious about it and less likely to notice it, and less likely to report it if they do notice it.

However, if the media start to take an interest in a certain type of crime, this will increase the crime's profile and may encourage victims of similar offences to report them.

ACTIVITY Research

The impact of media interest

Go to www.criminology.uk.net

Lack of current public concern

Similarly to a lack of media interest, if a crime is not causing public concern then it is less likely people will report it. For example, public attitudes to cannabis have changed over the years and many people now see it as relatively harmless, despite the fact that possession of the drug remains a crime. (A YouGov survey in 2019 found a slight majority in favour of legalising its possession.) As a result, they are unlikely to report it to the police.

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Changing public concerns and attitudes

As the mods and rockers case shows, media representations of certain groups can change public attitudes by triggering a moral panic. Media portrayals of the mods and rockers as folk devils led to anxiety among the public that youths were out of control and posed a threat to society.

Since the Islamist terrorist attacks on the United States in 2001, media reporting of Islam and Muslims has been largely negative, as Box 3 shows. This has contributed to a change in public attitudes and especially a rise in Islamophobia in the general population. This may account for the rise in hate crimes against Muslims seen in recent years.

Box 3 Newspaper reporting of Muslims

Analysis of 143 million words of British newspaper articles by Paul Baker et al showed an overwhelmingly negative portrayal of Muslims and Islam. They found the following.

Islam and Muslims were often reported using words such as threat, fundamentalism, terrorist, extremist and sexist. The words 'Muslim' and 'Islamic' were often linked with words denoting violence (e.g. 'Islamic terrorism', 'Muslim fanatics').

The term 'the Muslim community' was used to portray Muslims as a homogeneous group (all the same), in conflict with the UK and containing dangerous radical elements. The term often appeared alongside words such as anger, fear, warning, criticism, unrest, outrage, offensive and antagonising. The term helped to create the idea of Muslims as belonging to a separate group and contributed towards a process of 'othering'.

Newspapers often used police mugshots to portray Muslims. Stories focusing on extremism increased over time, whereas stories focusing on attacks on Muslims decreased.

Newspapers also print letters from readers and articles by columnists with extremely negative views of Muslims. This allows the paper to distance itself from such views while still giving them exposure.

Perceptions of crime trends

Is crime increasing, decreasing or staying the same? Are particular types of crime becoming more or less frequent? In general, the public seem more likely to believe crime is on the increase. For example, the Crime Survey for England and Wales found that during 72% of people thought crime nationally had gone up, while 43% thought crime locally had increased.

The effect of the media

This difference between the national and local figures is significant. We have first-hand knowledge of our own area, but we rely on the media to tell us what is going on nationally. And as we saw in Topic 1.4, the media give a lot of coverage to crime, especially violent crime, and the tabloids often report it in highly sensationalised and alarmist ways. This gives the impression that there is a great deal of crime and that the problem is growing.

Fear of crime

One impact of the perception that crime is rising is an increased fear of becoming a victim. This can be caused by the media over-reporting certain types of crime, such as street robberies and violent and sexual attacks, portraying the typical victim as old and/or female. As a result, women and the elderly are more likely to fear becoming victims of crime on the streets. Yet in reality it is young males who are most at risk of being victims of violence outside the home.

Likewise, over-reporting of crimes against children, such as abductions and sexual abuse or violence by paedophiles, may make parents fearful of allowing their children to go out unsupervised. Again, however, children are more at risk of harm from family members than from strangers.

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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.

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

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For example, they may have had a more traumatic experience of crime. If so, the final results may not be fully representative of the population. Also, although the sample is large, it may not be big enough to give a representative picture of less frequent but very serious crimes.

ACTIVITY Discussion

Crime surveys

Go to www.criminology.uk.net

Differences between crime levels according to different sources

The CSEW consistently records more crimes than the police statistics and sometimes the two measures of crime give different pictures of whether it is increasing or decreasing. The differences between the two are mainly due to differences in reporting – the CSEW is able to capture crime that goes unreported to the police.

Which measure is more useful?

Despite its shortcomings such as not including certain crimes and certain victims, the CSEW is the more useful of the two measures of crime. As we have seen, the Office for National Statistics (ONS) decided that police recorded crime statistics do not come up to the required standard for UK government statistics. As John Flatley of the ONS has said, the CSEW 'remains our best guide to long-term trends for crime as experienced by the population in general'.

Box 5 Other sources of crime statistics

Apart from the CSEW and Home Office statistics, there are other sources of crime statistics.

Statistics on convicted criminals One problem with these statistics is that they only tell us about people who have been found guilty – in other words, those who were too incompetent or unlucky to avoid being caught – so they only measure how many *failed* criminals there are. They may be unrepresentative of the ones who got away.

Self-report studies ask people what crimes they have committed. They are conducted by confidential and anonymous questionnaires or interviews, so there are no major ethical issues. Anonymity also helps to ensure that people answer truthfully. They are useful in uncovering 'victimless' crimes such as drug use and those that are unlikely to be detected, such as fraud.

One finding of self-report studies is that there is little difference between the social classes or ethnic groups in their levels of offending. This may mean that the lower classes and Black people (who feature more in the official statistics) may just be more likely to be *convicted* of offences, rather than more likely to *commit* them. This could be due to labelling by the criminal justice system (see Topic 1.5).

However, respondents may not be completely truthful. Some may fear incriminating themselves, while others (young males, perhaps) may boast of crimes they haven't actually committed. However, evidence suggests that about 80% of respondents tell the truth. A further problem is that self-report studies don't generally ask about more serious crimes. If they did, answers might be less truthful.

Crimes against businesses The Commercial Victimisation Survey looks at crimes against businesses such as online crimes, burglary, vandalism, theft, robbery and assaults on staff. This fills a gap left by the CSEW, which only covers crimes against residents of households.

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Disadvantages Printing flyers or advertising in newspapers incurs a cost to the campaign, while writing effective press releases is a skill that not every campaigner has. Also, in a digital age, print media may be less appealing – newspaper sales have been in decline for many years. Young people especially are less likely to read newspapers and may prefer to access information online instead.

Complete the activity below to evaluate the use of local newspapers by a campaign.

ACTIVITY Research

Find an example of a local campaign for change in your area that has been in the local newspaper. (The campaign doesn't have to be about crime.)

1. What was reported in the newspaper about the campaign?
2. What do you think the story achieved for the campaign? Did the story raise awareness of an issue? If so, in what way, such as use of a real-life case?
3. What facts and/or figures did the story contain?
4. Was the story designed to help raise funds for the campaign?
5. Summarise the advantages of using local newspapers in a campaign for change.

Websites

Most campaigns have a presence online. In addition to using social media sites, campaigns may develop their own websites. Often social media pages will have links to the campaign website.

Advantages Websites are easily accessible to potential supporters via a variety of different devices. Websites give campaigns the opportunity to present information in a format of their choosing. For example, No Knives, Better Lives has separate pages for parents, young people, and practitioners such as teachers. This enables different groups to access information relevant to their own particular needs or interests.

Disadvantages To be effective, a campaign's website needs members of the public to visit it, but without prior knowledge of the campaign, this is unlikely to happen. The website needs to be publicised, for example by using a web banner on other sites. The website also needs to be designed, created and maintained, which adds to its costs.

CONTROLLED ASSESSMENT PREPARATION

What you have to do

Using your notes and research from Topic 2.2 *Evaluate the effectiveness of media used in campaigns for change*, evaluate the effectiveness of the following media used in campaigns for change:

- blogs
- viral messaging
- social networking
- advertising
- radio
- television
- film
- documentary
- word of mouth
- events
- print.

You 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.

How it will be marked

11-15 marks: 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.

6-10 marks: 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.

1-5 marks: Limited evaluation of the effectiveness of media used in campaigns for change. Evidence is mainly descriptive and limited in range.

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Plan a campaign for change relating to crime

TOPIC 3.1

Getting started

Working on your own

1. Make a list of five types of under-reported crime that a campaign could be based on.
2. From your list of types of crime, choose the one that you want to use for your campaign for change. Give reasons for your choice.

Important advice

As part of the controlled assessment, you must plan your own individual campaign. This Topic contains a series of activities designed to give you practice planning a campaign. It is essential that you complete all of these activities so that you will be properly prepared to tackle the controlled assessment.

Planning your practice campaign

This Topic deals with how to plan your practice campaign for change relating to crime. For this you will obviously need to choose a particular type of crime to focus on.

Which type of crime?

You should create a practice campaign for an under-reported or hidden crime. This could be a crime from among the ones covered in Topic 1.1. These are white collar crime, moral crime, state crime, technological crime and individual crime (including hate crime, 'honour' crime and domestic abuse).

What aspects do you need to address?

Whatever the type of crime, you will need to make decisions about the following:

- Your aims
- Your objectives
- Justifying your choice of practice campaign
- Your target audience
- Your methods and materials
- Finances
- Timescales
- Other resources you will need.

In this Topic, we shall examine each of these in turn and give you guidance on how to tackle them. When you have completed the Activities associated with these issues, you will have devised your practice campaign plan.

Your aims

The aim or aims of your practice campaign are what you hope it will achieve. Your campaign may have more than one aim, but don't have too many or you may lose focus.

You should focus your aims on one or more of the different purposes of campaigns that you studied in the previous Topic. We saw there that campaigns may aim to change a law or a policy,

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or the priorities of an agency. Similarly, they may seek to change funding, or to change people's awareness of an issue or their attitudes towards it. For example, your aim could be to change young people's awareness of the effects of knife crime.

Your campaign name Choose a suitable name for your practice campaign that reflects its aims.

ACTIVITY **Research**

Types of change

Go to www.criminology.uk.net

Your aim(s) should be:

- **targeted**, identifying who or what needs to change
- **focused on impact**, spelling out what change the campaign will bring about
- **brief and clearly expressed.**

Your objectives

The objectives of your practice campaign are how you intend to meet your aims. Objectives are the stages or steps that you will carry out in producing your campaign. Each of your objectives should be SMART: specific, measurable, achievable, relevant and time-bound. Below is an example of one objective that you might need to achieve if you were running a campaign to raise young people's awareness of the dangers of carrying a knife.

SMART	Explanation	Example
Specific	Clear and to the point, not vague and general.	I will produce and distribute material that highlights the dangers of carrying a knife.
Measurable	You can track progress and easily see when you have reached each objective.	I will give out 1,000 leaflets to school students.
Achievable	Objectives must be something you are able to do.	I have permission from head teachers to hand out my leaflets.
Relevant	Your objectives should be closely linked to your aims. You should be able to explain how each one takes you closer to achieving your campaign aims. Do not have objectives that have nothing to do with what you hope to achieve.	This will reach my target audience of young people who may be at risk of carrying a knife or aware of others who do so.
Time-bound	This means you must have an idea of how long each objective will take and stick to that time frame.	I will distribute 200 leaflets per day for 5 days.

Table 1 SMART objectives

Linking your aims and objectives

There needs to be a clear link between the aims (*what* the campaign intends to achieve) and the objectives (*how* you intend to achieve those aims). However, the objectives should not just repeat the aims; they should be clear steps to achieve the aims.

ACTIVITY **Linking your aims and objectives**

1. List the aim(s) of your practice campaign. Remember to include the type of crime and target audience, and make sure you include the purpose of your campaign.
2. Break down your aim(s) into a series of objectives that are SMART.

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Preparing for the Unit 1 controlled assessment

When you have completed Unit 1, you will sit the controlled assessment. This section gives you some guidance on how to prepare for it.

What does it involve?

The controlled assessment is in two parts. The tasks cover the eleven Unit 1 Assessment Criteria (ACs) and you must address them all in your answers to the tasks. (They are dealt with in the eleven Topics covered in this book.)

Part One deals with the material you covered in Topics 1.1 to 1.6.

Using the brief In Part One you will be given a brief, which is a scenario describing some crimes. Think of it as a prompt to remind you about some of the ACs that you need to deal with in your answers. You should use the brief wherever the task instructs you to do so.

Part Two In this part, you have to:

- Compare campaigns for change that you studied in Topic 2.1.
- Evaluate the use of different types of media in campaigns that you studied in Topic 2.2.
- Plan, design and justify a campaign linked to an under-reported crime (Topics 3.1, 3.2 and 3.3).

Prepare your file in advance

Before you sit the assessment, it is essential that you have thoroughly prepared your notes for all eleven ACs, because you will need to take them with you into the assessment.

On the next page is a checklist of what you need to do for each AC. Use this to make sure you have written your notes on all of them so that you have everything covered *before* you sit the assessment. For help with making notes for each AC, refer back to the Topic with the same number.

On the day of the assessment

On the day of the controlled assessment, make sure you bring all your Unit 1 materials and have your file in good order.

For Part One you can take in your file, but you can't take in any electronic documents or devices, nor access the internet. Everything you need must be on paper, so if you have any electronic notes you must print them off if you want to take them into the assessment.

For Part Two you are allowed to access the internet but not any electronic files of your own. You are not allowed to take in any previously designed campaign materials for Learning Outcome 3.

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AC	What you need to do	Max. mark
	Part One (3 hours)	
1.1	Analyse two types of crime evident in the assignment brief. This means you need to identify their characteristics. For each type of crime, include victims, offenders, level of public awareness, whether it is criminal, deviant or both. Give specific examples.	4
1.2	Give a clear and detailed explanation of the reasons for the two unreported crimes in the brief, such as fear, complexity and lack of public concern. Include examples for each reason, e.g. that victims of domestic violence may not report crime due to fear.	4
1.3	Explain the consequences of unreported crime, such as decriminalisation, cultural change and police prioritisation. Include relevant examples such as lack of police prioritisation of under-reported crime such as cannabis use.	4
1.4	Describe media representation of crime, such as newspapers, television and electronic gaming. Give the distinctive features of the representation, such as newspapers focusing on violent crime. Include relevant examples, such as games like Grand Theft Auto.	6
1.5	Explain the impact of a range of media representations on public perception of crimes, such as moral panic, stereotyping of criminals and changing public concerns and attitudes. Include examples such as the moral panic about mods and rockers.	6
1.6	Evaluate crime statistics including Home Office statistics and the Crime Survey for England and Wales. Give an overall assessment of the strengths and limitations of each, with a justification for your assessment. Include reference to reliability, validity, ethics and purpose of each method.	6
	Part Two (5 hours)	
2.1	Make a clear and detailed comparison of a range of relevant campaigns for change. Make explicit links to the planned campaign with reference to specific and appropriate sources to support your conclusions.	10
2.2	Make a clear and detailed evaluation of the effectiveness of a range of media used in relevant campaigns for change. Provide clear evidence of well-reasoned judgements to support your conclusions.	15
3.1	Produce a detailed plan of your own campaign, including aims and objectives, justification of why it is needed, your target audience, methods and materials, finances, timescales and resources. Be clear and accurate in all sections and give realistic timings and costings for your campaign.	10
3.2	Present designs for your materials, including screen shots of websites, leaflets and posters, designs of merchandise such as T-shirts, mugs, wristbands etc. You should have a range of materials.	20
3.3	Justify your campaign. Explain why it is necessary. Outline the evidence that supports your case. Explain how the language you have used helps to persuade people to support your campaign.	15
TOTAL		**100**

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Deviant but not criminal?

The other side of the coin is that acts that some people see as deviant are not always crimes. For example, although homosexual acts between consenting adults are no longer illegal in the UK, some people regard it as morally wrong and hence deviant.

This kind of issue often arises when social attitudes are changing. Attitudes may begin to change towards behaviour that was once both illegal and seen as deviant by almost everyone. Some people may now see it as acceptable and this may lead to a change in the law. However, at the same time, others may continue to see the behaviour as deviant, even though the law has changed. Examples include attitudes towards homosexuality and abortion.

NOW TEST YOURSELF

Practice Question

Compare criminality and deviance with reference to relevant examples. (6 marks)

Source: WJEC Criminology Unit 2 examination 2017

Advice

This question involves looking at both the differences *and* the similarities between criminality and deviance. Start by defining deviance as violating social norms or expected behaviour, and give a couple of examples. At least one of your examples should be of deviance that is regarded as harmful, but it's alright to include an example of harmless deviance (e.g. odd behaviour such as living with 50 cats) or beneficial deviance (e.g. risking one's life to save a stranger) as well.

Next define criminality as a breach of the formal criminal law. Then give a couple of examples of crimes. You can also refer to the kinds of formal and informal sanctions that your examples of crime and deviance might face.

You can note that some behaviour is both criminal and deviant – there can be an overlap between the two – whereas other behaviour may be criminal but not widely seen as deviant (possession of cannabis, perhaps), or deviant but not criminal (such as queue-jumping). Also note that whether or not a particular action is seen as deviant, criminal or both can change over time.

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like 'savages' or even apes (hence the long arms!). In a more 'primitive' society, he claimed, they would be normal, but in modern society they are abnormal.

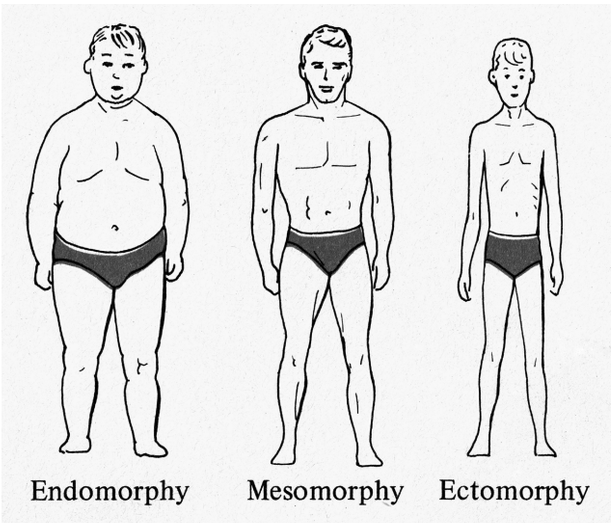
Ex-contract killer 'Popeye' Velásquez served 23 years for killing over 250 people for the Colombian mafia.

In Lombroso's view, such people were 'born criminals' that we could identify scientifically by 'reading' their bodies for the physical characteristics that marked them out as different. Lombroso's is very much an 'us and them' theory. We are normal and they, the criminals, are abnormal and fundamentally different from us.

Lombroso went on to identify two other types of criminal that he saw as biologically different: 'insane criminals' and 'epileptic criminals'.

Sheldon's somatotypes theory

William Sheldon also saw criminals as physically different from non-criminals. In his view, certain body types or 'somatotypes' are linked to criminal behaviour. He identifies three somatotypes:



Sheldon's somatotypes. Can body type predict criminality?

- **Endomorphs** are rounded, soft and tending to fat, lacking muscle or tone, with wide hips. Their personality is sociable, relaxed, comfortable and outgoing.
- **Ectomorphs** are thin and fragile, lacking both fat and muscle. They are flat chested, with narrow hips and shoulders, a thin face and high forehead. Their personality is self-conscious, fragile, inward looking, emotionally restrained and thoughtful.
- **Mesomorphs** are muscular and hard bodied, with very little fat and strong limbs, broad shoulders and a narrow waist. Their personality is adventurous, sensation-seeking, assertive and domineering, and they enjoy physical activity.

Sheldon argued that mesomorphs are the somatotype most likely to engage in crime. They are more likely to be attracted by the risk-taking it involves and their imposing physique and assertiveness can be important assets in crime.

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Evidence Bowlby based his theory on a study of 44 juvenile thieves who had been referred to a child guidance clinic. He found that 39% of them had suffered maternal deprivation before the age of 5, compared with only 5% of a control group of non-delinquents.

Eysenck's personality theory

Hans Eysenck developed a theory of criminality based on his theory of personality. He argues that criminality is the result of a particular personality type.

For Eysenck, our personality is made up of two dimensions:

- **Extraversion versus introversion** (E for short).
- **Neuroticism versus emotional stability** (N for short).

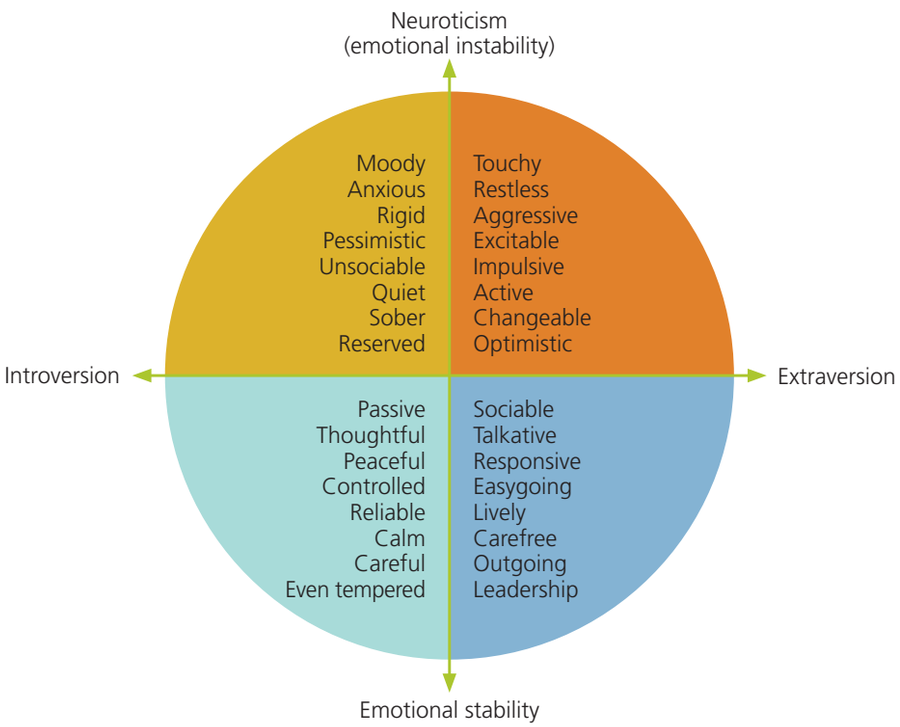
Extraverted personalities are outgoing, sociable, excitement-seeking, impulsive, carefree, optimistic, often aggressive, short-tempered and unreliable.

Introverted personalities are reserved, inward-looking, thoughtful, serious, quiet, self-controlled, pessimistic and reliable.

Neurotic personalities are anxious, moody, often depressed and prone to over-reacting – whereas emotionally stable personalities are calm, even-tempered, controlled and unworried.

Question

Perhaps introverts are just as likely to commit crimes as extraverts, but less likely to get caught. How would you explain this?



ACTIVITY Research

The Eysenck Personality Questionnaire

Go to www.criminology.uk.net

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NOW TEST YOURSELF

Practice Question

Describe any **one** individualistic theory of criminality. (6 marks)

Source: WJEC Criminology Unit 2 examination 2017

Answer by Mo

Eysenck's individualistic (psychological) theory argues that criminality is caused by a particular personality type. He sees personalities as made up of two dimensions: extraversion versus introversion and neuroticism versus emotional stability.

Extraverts have excitement-seeking, impulsive, often aggressive personalities. Neurotics are anxious, moody and tend to over-react. Eysenck found that criminals tend to be strongly extraverted and neurotic.

Eysenck explains this in terms of conditioning and genetic inheritance. This is because extraverts genetically inherit a nervous system that needs high levels of stimulation, so they are constantly seeking excitement, which leads them to take risks and break laws, leading to punishment.

However, because criminals tend to be neurotics with high anxiety levels, this prevents their behaviour being conditioned by punishment – they don't learn from the experience and so they continue offending.

Eysenck includes a third personality aspect, psychoticism. Psychotics are cruel, insensitive misfits who lack empathy and are often schizophrenic.

Good to introduce these key terms at the start.

Clear description of the two personality types linked to criminality.

Shows how extraversion leads to offending.

Understands why criminals are less likely to be successfully conditioned and go on offending.

A useful brief final point.

Overall comments

This is a Band Three (top band) response. Mo shows very good knowledge of Eysenck's ideas, with clear descriptions of the different personality types and use of specialist vocabulary. He explains the role of conditioning and genetic inheritance and then shows how these lead to criminality by extraverted neurotics. He could have said more about psychoticism (e.g. what kinds of crime they might commit) but he has produced an excellent answer.

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Describe sociological theories of criminality

TOPIC 2.3

Getting started

Working with a partner

1. Discuss and make notes on how you learned right and wrong as a child.
2. Give one example each of a time when you did wrong and what happened to you.
3. How do you think the way in which you are brought up by your parents or carers affects how you behave when you grow up? Might this affect whether you become a criminal?

Sociological theories of criminality

The basic idea behind sociological theories is that social factors play a decisive part in crime. We shall look at the following sociological explanations: functionalist and subcultural theories; interactionism and labelling theory; the Marxist theory of crime and law; left and right realist theories of crime; and surveillance theories.

Functionalist and subcultural theories

These are structural theories: they focus on the structure of society and how it is organised. Structural theories look at how equal or unequal a society is, what holds it together and what things cause conflict and division. They see the structure of society as being the underlying cause of crime.

Durkheim's functionalist theory

Functionalists such as Emile Durkheim (1858-1917) see society as a stable structure based on shared norms, values and beliefs about right and wrong. This produces social solidarity or integration, where all members of society feel they belong to the same harmonious unit. Most people conform to society's shared norms and do not deviate.

Crime is inevitable

Nevertheless, some crime is inevitable, because in every society some individuals are inadequately socialised and likely to deviate. Society also contains many social groups, each with different values, so shared rules of behaviour become less clear. Durkheim calls this 'anomie' (normlessness) – where shared norms become weakened.

The functions of crime

According to Durkheim, crime in fact performs important functions:

1. **Boundary maintenance** Crime produces a reaction that unites society's members against the wrongdoer, reminding them of the boundary between right and wrong, and reaffirming their shared rules.

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Canadian flag with cannabis leaf replacing the official maple leaf: part of the campaign to legalise the drug.

Similarly, as we saw in Unit 1, Topic 1.5, Cicourel found that police use typifications (stereotypes) of the 'typical delinquent'. Working-class and ethnic minority youths are more likely to fit the typification and be stopped, arrested and charged.

Labelling and the self-fulfilling prophecy

As Edwin Lemert argues, labelling is a cause of crime and deviance. By labelling certain people as deviant, society encourages them to become more so. He explains this by distinguishing between primary and secondary deviance:

- **Primary deviance** involves acts that have not been publicly labelled. They are often trivial and mostly go uncaught, such as travelling on public transport without paying. Those who commit these acts do not usually see themselves as criminals.
- **Secondary deviance** results from labelling. People may treat the offender solely in terms of his label, which becomes his *master status* or controlling identity. The individual is seen as, say, a thief, overriding all his other statuses, such as father, churchgoer, workmate etc.

As a result, the offender may be rejected by society and forced into the company of other criminals, joining a deviant subculture. Prison is an extreme example of this: the offender is excluded from normal society and placed with others who confirm his criminal identity, provide him with criminal role models and teach him criminal skills.

What has happened is a *self-fulfilling prophecy*: the individual has now become what the label said he was. The result is that further offending becomes more likely.

ACTIVITY Media

Labelling — Go to www.criminology.uk.net

The deviance amplification spiral

A further example of the interactionist approach is the deviance amplification spiral. This is where the attempt to control deviance through a 'crackdown' leads to it increasing rather than decreasing. This prompts even greater attempts to control it and, in turn, yet more deviance, in an escalating spiral.

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Social learning theory

Bandura argues that we learn behaviour through observing whether others are rewarded or punished for engaging in it. Sharon is likely to have seen Ellie's family reap the rewards of criminal activity and this may have encouraged her to copy them. Social learning theory also stresses the importance of models – individuals whose behaviour we are likely to imitate. Laura, an older girl than Sharon, may have provided such a model.

ACTIVITY Applying psychoanalysis to Sharon's case

Working with a partner

1. Look back at Topic 2.2 to remind yourself of the psychoanalytic view of criminality.
2. In what ways could psychoanalysis be applied to Sharon's case?

NOW TEST YOURSELF

Scenario

Sammy moved to the city to seek work after losing his job as a welder. He found work that didn't even pay the minimum wage, but was made redundant when the firm went bankrupt. Soon after, his landlord put up the rent and Sammy was evicted when he couldn't pay. He began living on the street, using begging and petty theft to stay alive. He was shunned by respectable society and harassed by the police. His only companions now were other outcasts, some of whom were substance abusers; soon Sammy had a drug habit himself.

Practice Question

Many sociologists have tried to explain criminality. How would (i) Marxism and (ii) any one other sociological theory of criminality that you read about in Topic 2.3 explain Sammy's case?

Advice

Note the key ideas of Marxism and of the other theory you have chosen and see how they could be applied to Sammy's case.

For example, Marxism might focus on how capitalism is based on exploitation (e.g. Sammy's low pay), is criminogenic and causes the poor to commit crime (Sammy's petty theft); how the rich break the law too (paying Sammy below the minimum wage); how the law is selectively enforced (police harassment).

For part (ii), you might want to use the theory that you chose in your answer to the Practice Question at the end of Topic 2.3.

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Biological and psychological factors Sociological theories neglect the factors that may explain why one individual commits crime while another person in exactly the same social position does not.

ACTIVITY Media

Evaluating theories of crime

Go to www.criminology.uk.net

NOW TEST YOURSELF

Practice Question

What are the strengths and limitations of biological theories in trying to explain the causes of criminality?

Read the answer by Yasmin and then answer the questions below.

Answer by Yasmin

The basic idea behind all biological theories is that criminals are biologically different and this causes their criminality. Lombroso's physiological theory measured criminals' physical characteristics (noses, arms etc.), claiming to find they had distinctive features. While this is a scientific approach, he didn't measure a control group of non-criminals.

Sheldon's theory of somatotypes argues that criminals have an innately muscular, mesomorphic body type. However, this may be due to environmental factors such as manual labour, or even labelling.

Genetic theories claim criminals have different genes. They use twin studies and adoption studies to test their effect. Identical twins have the same genes, so if genes cause criminality, then if one twin is criminal, the other will be too – a 100% concordance rate. While studies show higher concordance for identical twins, this is nearer to 50%. Also, identical twins often share identical environments as well as identical genes.

Adoption studies compare adoptees' criminality with their biological and their adoptive parents. A biological parent shares genes with the child, so if they both have criminal records but the adoptive parent does not, genes may be the cause. Studies give some support to this, but adoptees are often placed in families similar to their birth families and this similar environment may cause their criminality.

Biochemical factors may also cause crime. There is good evidence linking alcohol to violent crime, while male offending rates peak around the same age as their testosterone level. However, while both alcohol and testosterone may predispose someone to crime, they may need an environmental 'trigger' to cause actual offending.

Overall, biological theories offer useful insights but are not enough on their own to explain criminality.

Questions

Answer the following questions. Refer back to what you have read in this Topic where necessary.

1. How would using 'a control group of non-criminals' help if you were testing Lombroso's theory?
2. How might labelling account for the fact that mesomorphs appear to commit more crime?
3. What does the 'concordance rate' measure in twin studies?
4. Adoption studies may not necessarily prove that genetic factors are the cause of criminality. What alternative explanation does Yasmin give?
5. What environmental 'triggers' do you think Yasmin is referring to in relation to alcohol and offending?
6. Which biological explanations of criminality does Yasmin cover in her answer? Has she left any out?

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The 2004 Gender Recognition Act enables people to apply for a gender recognition certificate, which then allows them to change their legal gender, acquire a new birth certificate and have their acquired sex recognised in law for all purposes. To obtain a gender recognition certificate, they must have spent two years transitioning and they must apply to a gender recognition panel with medical evidence of a diagnosis of gender dysphoria.

Since the 2004 Act was passed, campaigners have called for the right to legally self-declare one's gender identity without going before a panel or supplying medical evidence. However, in 2020, the Conservative government decided to reject the idea of self-declaration and individuals must still apply to a panel and supply medical evidence.

Continuing discrimination

Despite legal changes, LGBT people still face discrimination and according to the LGBT campaigning organisation Stonewall, one in five gay people and two in five trans people experience a hate crime or incident because of their sexuality or identity every year.

ACTIVITY Media

The impact of cultural change on policy — Go to www.criminology.uk.net

NOW TEST YOURSELF

Practice Question

Discuss how social changes can affect policy development. (9 marks)

Source: WJEC Criminology Unit 2 examination 2017

Advice

You need to focus on how or why society has changed and how this has affected policy development.

Take one or more examples such as race relations, homosexuality, drink driving or other areas where social changes have affected policies. Use the terms values, norms and mores in your answer. Describe any policies or laws that have been introduced and explain the social changes that brought about these new laws or policies.

For race relations, describe the 1965, 1968, 1976 and 2010 legislation. Discuss demographic changes caused by immigration, cultural changes such as declining prejudice, acceptance of 'mixed' relationships, the experience of attending school or working with members of other ethnic groups, and willingness to see discrimination and racial hatred as crimes.

For homosexuality, include decriminalisation (1967), age of consent (1994 and 2000), civil partnerships (2004) and same-sex marriage (2014). Use changes such as individualism, equal rights, and secularisation. You could also refer to changes relating to transgender rights.

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TOPIC
4.3

Discuss how campaigns affect policy making

Getting started

Working with a partner, look back at the campaigns you studied for Unit 1, Topics 2.1 and 2.2.

1. Note any examples of the following types of campaign: newspaper campaigns; individual campaigns; pressure group campaigns.
2. Which of the campaigns were aimed at changing policies and laws?
3. Why might these ways of campaigning be successful?

Share your answers with the rest of the class.

Campaigns often aim to affect policy making, for example changing the law so as to create a new criminal offence. Campaigns may be led by a newspaper, a lone individual or a pressure group. In this Topic we look at some examples of how such campaigns can affect policy making.

Newspaper campaigns to affect policy making

Newspapers can play an important role in policy making, especially through campaigning to change the law. The following two examples show how newspapers can help to shape the law by mobilising public opinion so that government takes action.

Sarah's Law

As we saw in Unit 1, Topic 2.1, the Child Sex Offender Disclosure Scheme, or 'Sarah's Law', was the result of a successful campaign to allow parents, carers and others to ask the police if a convicted sex offender has contact with a specific child. The campaign came about following the abduction and murder in July 2000 of 8-year-old Sarah Payne in West Sussex by Roy Whiting. Whiting had been convicted in 1995 of abducting and indecently assaulting another 8-year-old girl.

The News of the World's role

The campaign for Sarah's Law was championed by the *News of the World* newspaper and backed by Sarah's parents, who had been convinced from the start that a sex offender had murdered their daughter. This was confirmed when Whiting was convicted of the crime in 2001 and it was revealed that he had a previous conviction for a sexual offence against a child.

The newspaper's support was central to the campaign's success. In July 2000, it 'named and shamed' fifty people it claimed were paedophiles. The paper promised to continue until it had revealed the identity of every paedophile in Britain.

Success The campaign eventually succeeded in persuading the government to introduce the Child Sex Offender Disclosure Scheme throughout England and Wales in 2011. However, it should be noted that while anyone can ask the police if someone in contact with a child has a record of child sexual offences, the police are not obliged to disclose information and will only do so if they judge that the child is at risk of harm and the disclosure is necessary to safeguard the child.

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Preparing for the Unit 2 exam

Now that you have completed Unit 2, you need to revise and prepare for the exam. This section will help you to get ready to tackle it. It contains some advice on preparing yourself, plus two past WJEC exam questions for you to try.

There is also advice on how to answer the questions, though you might want to try doing them without looking at the advice first.

Get organised!

The first thing to do is to get your file sorted out.

1. Make a list of all ten Unit 2 Topics to give you a framework for your revision.
2. Organise your notes, activities and homework for each Topic. Use the subheadings in each Topic as a guide to how to organise them. You could work with others and share your work or fill in any gaps you have together.
3. Make a list of the main issues covered in each Topic. Using these issues, go to your notes and textbook to find the material you need in order to understand them. Make any additional notes you need.
4. From your notes and textbook, list the key ideas that are needed for each Topic. Link these to the issues.

Practise, practise, practise!

Once you have your file in order, the best way to prepare for the exam is by practising the skill you're going to be tested on – the skill of answering exam questions. You wouldn't think of taking a driving test without doing any driving beforehand, and it's the same with exams.

Here are some ways you can practise:

Familiarise yourself with possible questions by looking at those in the *Now test yourself* sections at the end of each Topic and the practice paper on the next page.

Improve the answers you've already done. If you didn't get full marks on an assignment, re-write it, taking your teacher's comments on board, plus the advice in the *Now test yourself* section in the relevant Topic.

Answer any that you skipped earlier. You may not have done every assignment you were set. Do the ones you missed now. Your teacher might even mark them for you! If not, get a friend to give their opinion (and return the favour).

Study the student answers that appear at the end of some Topics and read the comments that go with them.

Answer past papers that you will find on the WJEC website (and while you're there, look at the mark schemes too).

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End of Unit Practice Questions

Below are two questions from a past WJEC Criminology Unit 2 examination paper for you to answer. You will find advice on how to answer them on the next two pages. However, before looking at the advice, you might like to try making brief plans on how you would answer the questions. Alternatively, you can answer the questions first and then compare your answers with the advice afterwards.

QUESTION 1

Scenario

Martha has been married to Tony for 15 years. For most of that time she has been the victim of domestic abuse. For several reasons, she has never reported this to the police. The main reason is that she feels sorry for Tony as he has been unemployed for some time and cannot get a job. Tony gets upset about not being able to provide a better standard of living for Martha and himself. As a result of this, he has recently started to steal food from a local supermarket. Their neighbour knows about the domestic abuse and has recently seen a campaign on the television to promote awareness and encourage reporting of such abuse.

(a) (i) Identify **one** sociological theory of criminality. (1 mark)

(ii) Identify **three** features of the sociological theory of criminality named in question 1 (a) (i). (3 marks)

(b) Explain how **one** sociological theory of criminality can be applied to Tony's situation. (6 marks)

(c) Evaluate **one** sociological theory of criminality. (9 marks)

(d) Other than sympathy, describe why victims of domestic abuse may not report the crime. (6 marks)

Source: WJEC Criminology Unit 2 examination 2019

QUESTION 2

Scenario

Twin brothers Alan and Adrian are both campaigning for the position of Police and Crime Commissioner in their area. They are both concerned about the impact of the media's crime reporting on the public. They are both focusing their campaigns on crime control. Alan's crime control proposals focus on getting tough on crime and his campaign centres on penal populism. Adrian argues that individualistic theories of criminality should inform policy development. The twins' 80-year-old mother is very proud of her sons but cannot believe how much laws have changed in her lifetime.

(a) Identify **one** feature of formal policy making and **one** feature of informal policy making. (2 marks)

(b) Briefly describe the crime control options that Alan might propose. (4 marks)

(c) Briefly explain the impact of the media's representation of crime on the public perception of crime. (4 marks)

(d) Assess **one** crime control policy developed from individualistic theories of criminality. (6 marks)

(e) Discuss how laws have changed over time. (9 marks)

Source: WJEC Criminology Unit 2 examination 2019

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Advice on answering the practice questions

Advice on answering Question 1

(a) (i) Just state the theory's name. Before choosing a theory to identify, look at question (a) (ii), where you will have to write about the sociological theory you have chosen.

(ii) Your answer depends on which theory you identified in (a) (i). For example, if you chose strain theory, you could identify these features:

- Society *socialises* its members into the goal of *'money success'*.
- But inequality means the working class *lack access to legitimate means* of achieving success (e.g. good schools).
- Their *blocked opportunities* create a *strain* between the goal and means of achieving it, leading to *anomie*.
- Individuals may respond in deviant ways, e.g. '*innovation*' – committing *utilitarian* crimes e.g. theft.

Use the key terms of your chosen theory (like the ones in italics above). Whichever theory you choose, link it to *criminality*.

(b) It may make sense to use the theory whose features you have already described. For example, if you chose strain theory, you could apply it as follows:

- Society sets the goal of material success for everyone, including Tony.
- But his opportunities to achieve this by legitimate means (e.g. hard work) are blocked because he is long-term unemployed.
- He feels the 'strain to anomie' because he cannot achieve the goal of a better standard of living.
- Tony responds by 'innovating', turning to utilitarian crime (theft of food) – an illegitimate means of achieving his goal.

Whichever theory you choose, stick to applying it to what is in the scenario. Don't make imaginary additions as to what else Tony might have done!

(c) This is an 'Evaluate' question focusing on the theory's strengths and limitations. Don't waste time describing the theory – you won't score any marks for this. Instead, focus on what it can or can't explain. You don't need an equal number of strengths and limitations, but you must say something about both. Use the relevant specialist vocabulary (like those in italics below). You can choose any sociological theory, but it may make sense to stick with the one you used for the previous question. For example, for strain theory, you could include:

Strengths/advantages

- It explains why *working-class crime rates* are higher: they are more likely to suffer *blocked opportunities* (e.g. lack of access to good schools, low-paid jobs) so they resort to *innovation* (*utilitarian crimes*, e.g. theft) to achieve success.
- It explains why individuals in different social positions resort to different *adaptations (conformity, innovation, ritualism, retreatism, rebellion)*. E.g. the middle class are more likely to adopt conformity because they have more opportunity to succeed through *legitimate means*.

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