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Criminology

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## What is Huish Headstart?

To get you started on the journey of studying Criminology, we have set you some activities to complete prior to your course commencing later this year. These are designed to engage your thought processes within Criminology and to get you asking questions and in your search for answers.

Time guide for each activity

We want you to use this booklet as a guide to start you down your path in the study of Criminology and to help build your excitement, in preparation for your next two years with us at

Richard Huish College. This is your chance to make choices about what you want to watch, what you want to talk about and what you want to get from this course. It is an ideal time to show us how enthusiastic you are and get you into the practice of researching, watching crime programmes and hopefully discussing and debating criminology with friends and family.

## **Activity 1: Research into killers**

Can you spot a killer from an innocent person? Are their certain characteristics that are genetic that means you will become a criminal? Are some people born evil? Lombroso was a theorist who helped found modern day psychological profiling and he believed your facial features gave crucial clues as to whether you were born to be a criminal. Or is it down to how we are nurtured? Are criminals created as a result of the environment they grow up in? Bandura believed we learned our criminal behaviour through peer and family observation. Much like a child learns from watching those around them.



Conduct research into:

A = Myra Hindley B = John Wayne Gacy C = Edmu	und Kemper D = Aileen Wuornos	

Produce a short fact-file about each. In your fact-file, cover:

- What they did (E.g. What was the context to their crime? Who were their victims?)
- Key childhood experiences, mental illness, trauma, social influences NURTURE
- Any biological traits (e.g. genes, brain structure, neurochemistry) NATURE

At the end of the activity, write a short paragraph on: Are criminals born or made? Justify your answer using your own research.

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# **Activity 2: Media representations of crime**

In unit 1 of Criminology, you will study the media representations of crime and the impact these can have on the public perceptions of crime. In this activity, you will explore how different forms of media portray crime, using specific examples to distinguish between factual and fictional representations. You will reflect on the accuracy and impact of these portrayals and create a media profile.

Part 1: Explore the six media types below and find one example of how each portrays crime. Identify whether the portrayal is factual (e.g., news, documentary) or fictional (e.g., drama, game, song). We have covered newspapers in brief detail to guide your responses.

30 mins

Media Type	Example Title/Source	Factual or Fictional?	Type of Crime	Notes on Representation
			Portrayed	
Newspaper	The Guardian – "Teen	Factual	Violent crime	Focus on youth violence,
	stabbed in London"			often sensational
				headlines
Television				
Film				
Electronic Gaming				
Social Media				
Music				

Part 2: Answer the following questions in full sentences:

- 1. Which media type do you think gives the most accurate portrayal of crime? Why?
- 2. Which media type do you think influences public opinion the most? Give an example.
- 3. How do fictional portrayals of crime (e.g., in films or games) differ from factual portrayals (e.g., in news or documentaries)?
- 4. Do you think media representations of crime can lead to stereotyping? Explain with an example.



30 mins

Part 3: Choose one media type and create a profile poster that shows how it represents crime. We would like to display these on our classroom wall.

#### Include:

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- A title (e.g., "Crime in Video Games")
- At least two specific examples (e.g., GTA V, Watch Dogs)
- Whether the portrayal is factual or fictional
- Images, quotes, or headlines

## Activity 3: Speed-Typing Course - <a href="https://www.typing.com/en-gb/student/lessons">https://www.typing.com/en-gb/student/lessons</a>

To aid you in the controlled assessment part of the course, you would benefit from being able to type quickly. For this reason, we are asking that you complete the following course on touch-typing (This is also a life skill and may well benefit you in other subjects as well!)



1 hour

Create a free account and complete the beginner and intermediate typing courses (you can complete the advanced one if you fancy an extra challenge). You should be aiming to achieve a typing speed between 40 & 60 wpm.

#### How to hand this in:

- Activity 1 & 2: Please bring a hard copy of this work (either hand drawn or printed) to your first lesson.
- Activity 3: Print a copy of the certificate provided and bring this to your first lesson.

Good luck! We are looking forward to seeing you all in September.

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1 hour