



ACTION BASED ACTIVITIES

TOPIC N1.2 THE COST OF CRIME

THEME N1 CITIZEN AND COMMUNITY



APPLICATION OF NUMBER

LEVELS 1 & 2

ISSUED SEPTEMBER 2005

INSTRUCTIONS

WHAT DO I DO?

Use this Theme Template to help you:

- plan an Action-based Activity on the theme of Citizen and Community
- carry out an investigation into the subject
- produce evidence needed for your portfolio.

NOTE: Use this booklet WITH your Learner's Planner and Guide.

WHAT IS ASSESSED?

Citizen and Community is one of six themes you can choose for your Action-based Activity/portfolio work. It includes topics such as:

N1.1 Moving Home

N1.2 THE COST OF CRIME

N1.3 Community Planning

APPLICATION OF NUMBER

TOPIC N1.2 THE COST OF CRIME

TOPIC N1.2 THE COST OF CRIME

Unfortunately Crime is something that affects all of us, directly or indirectly, and costs the community a great deal of money. This guide will take you step by step from getting started, to writing and checking your final pieces of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this Theme Template.



It's a good idea to follow this advice.



You must do this to get the qualification.



**STEP
A**



CHOOSING A TOPIC

One of the best ways to start thinking about a subject is to *mindmap*. You can find how to do this on page 5 of the *Learner's Planner & Guide*.

TASK 1

Allow about
20 minutes

On your own, or with a colleague, think about and talk about 'The Cost of Crime' and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You may want to think about:

- the different sorts of crime there are
- how society deals with criminals
- the police and detecting crime
- courts and the justice system
- the cost of punishing criminals
- the victims of crime

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS
ACTION BASED ACTIVITIES



Continued

TASK 2
Allow about
15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure).

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



Topic : The cost of crime

Original Idea	Question
Crime Figures	How much crime and what sort of crimes occur in your area?
Punishment	What are the penalties for different sorts of crime?
Cost of Crime	How much does crime cost the community?

TASK 3
Allow about
10 minutes

In your portfolio, write down your chosen title/question.

Check with your tutor that it is okay. (Remember, you can always change it later if necessary.)

TASK 4
Allow about
30 minutes

PLAN – It’s a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion).



APPLICATION OF NUMBER
TOPIC N1.2 THE COST OF CRIME

**STEP
B**



CHOOSING & INTERPRETING INFORMATION

Interpreting information from suitable sources is an essential part of the qualification and you must be able to show that you have collected, read and extracted information from **DIFFERENT** sources.

There are lots of ways of finding information such as:

- books and other resources in the library
- newspapers and broadcasts
- using the Internet
- talking and interviewing people
- visiting the police or the courts
- talking with people.

TASK 5

Allow about
2-3 hours

Look for suitable documents to read. Remember:

- at **both levels 1 and 2** you must use **TWO** different sources of information.
- overall **at level 1** at least one source must include a table, chart, graph or diagram
- **at level 2** at least one source must include material containing a chart or a graph.

You will need to make careful notes as you work.

Put these in your portfolio (see also pages 8 and 9 in the *Learner's Planner & Guide*).

eg

Topic: "What are the crime figures for Northern Ireland?"

Title of document: "Crime Statistics Northern Ireland 2003"

Date: 4 February 2004

Author: Central Statistics Bureau (NI)

Website: <http://www.csbs.gov.ni/press/rcp/43892/2003.htm>

Main points in the report:

1. Detection rates have improved by 21% since the last detailed survey in 1999.
2. Juvenile crime is on the increase with particular concerns about car-related crime.
3. Vandalism is creating an increased burden on the tax-payer in spite of concerted efforts to combat by local councils.
4. Costs of Police, Justice and Prison Services have seen an enormous increase over the past three years.

Summary: In your own words, write up what you have read.
This is the main piece of evidence.



ASSESSMENT Your tutor will assess that:

- you have chosen the information you need
- you have obtained the information needed
- you have identified the best methods to get the results you need.

Remember to label sources clearly.



CARRY OUT AND CHECK CALCULATIONS

Carrying out and checking calculations is an essential part of the qualification. At each level you are required to carry out calculations to do with:

a. amounts/sizes	3	3
b. scales/proportion	3	3
c. handling statistics.	3	3
d. using formulae		3

It may be difficult to cover all the required calculations for this topic (See *Learner's Planner & Guide*, page 10).

TASK 6

Allow about 1 hour

- 1. Carry out calculations.** You will need to:
- pick out the data/information you think will be useful
 - decide on the calculations you need to find the results you want
 - show calculation methods clearly
 - check calculations and correct any errors

At Level 2 calculations must involve two or more steps

Talk this over with your tutor if you are at all unsure. A few ideas are given below.



CARRYING OUT AND CHECKING CALCULATIONS

Examples – Carrying out and checking calculations

At level 1:

- you might use information collected first hand as the basis of calculations (eg calculating the average incidence of crime based on a survey of friends who might have been the victims of burglary, car crime, vandalism, shoplifting, computer crime etc). You might carry out calculations using data from a secondary source such as the Central Statistics Bureau report referred to above (task 5) containing tables, charts, diagrams or line graphs.

At level 2:

- your calculations will be more complex, perhaps comparing two sets of data on a similar subject.



ASSESSMENT Your tutor will assess:

- how well you carried out your calculations (including your working)
- that you checked your methods
- that you spotted and corrected any errors
- that your results make sense.

**STEP
D**



INTERPRETING RESULTS & PRESENTING FINDINGS

Having collected, sorted, extracted data and carried out calculations based on them, you are now ready to interpret your findings.

TASK 7

Allow about
3 hours

1. Go through all the information you have collected and sort it out carefully. Keep only relevant information and make sure EVERYTHING is properly labelled.
2. Now sift through again and, on notepaper, write down your main findings and conclusions. Remember, your first question (Task1)? Can you now answer your question?
3. Think how you will present your information.

Remember:

- At level 1 you have to present it in **two** different ways using charts or diagrams
- At level 2 you need to present it in **two** different ways using graphs, charts or diagrams.

Other points to consider:

- Which graphs, charts or diagrams will you use to present you findings?
- How do the results of your calculations relate to the purpose of the action-based activity?

(See Learner's Planner and Guide page 12)

TASK 8

Allow about
3 hours



At this stage you will be required to present your findings to a tutor or supervisor. Before you hand your work in, check that:

- you have covered all requirements intended
- that each section has suitable headings/labelling
- that diagrams, charts, maps etc are properly labelled
- pages are numbered
- there is a contents page.

N.B. There is a checklist on page 14 of the Learner's Planner and Guide



It is a good idea to produce a draft plan/outline of what you will include in your final presentation. An example is given on the next page.

**STEP
D**



INTERPRETING RESULTS & PRESENTING FINDINGS
continued

EXAMPLE OF A DRAFT PRESENTATION PLAN

Topic: Who are the victims of crime?

1. I will present my work as a **short report** (computer typed and to include graphs, tables etc) with the sections below.
2. **Introduction** – will include what I wanted to find out and why it interests me.
3. **Method** – a short section saying how I set about collecting data/information e.g. interviewed 20 people to find out if they had ever been the victims of crime and what it cost them; found out results of similar surveys from the Internet and compared.
4. **Calculations and Interpretation** – I will include how I extracted information from the data collected; how I worked out averages; analysis of results of interviews with people.
5. **Presentation** – I will use written information and diagrams – mainly tables, graphs and pie charts.
6. **Appendices** – to include some photocopied data from the Internet and the Police, and a copy of questionnaire used to interview people.

I must remember to number pages and add a Contents page.



ASSESSMENT Your tutor will assess your work as follows:

At level 1 you will be assessed on:

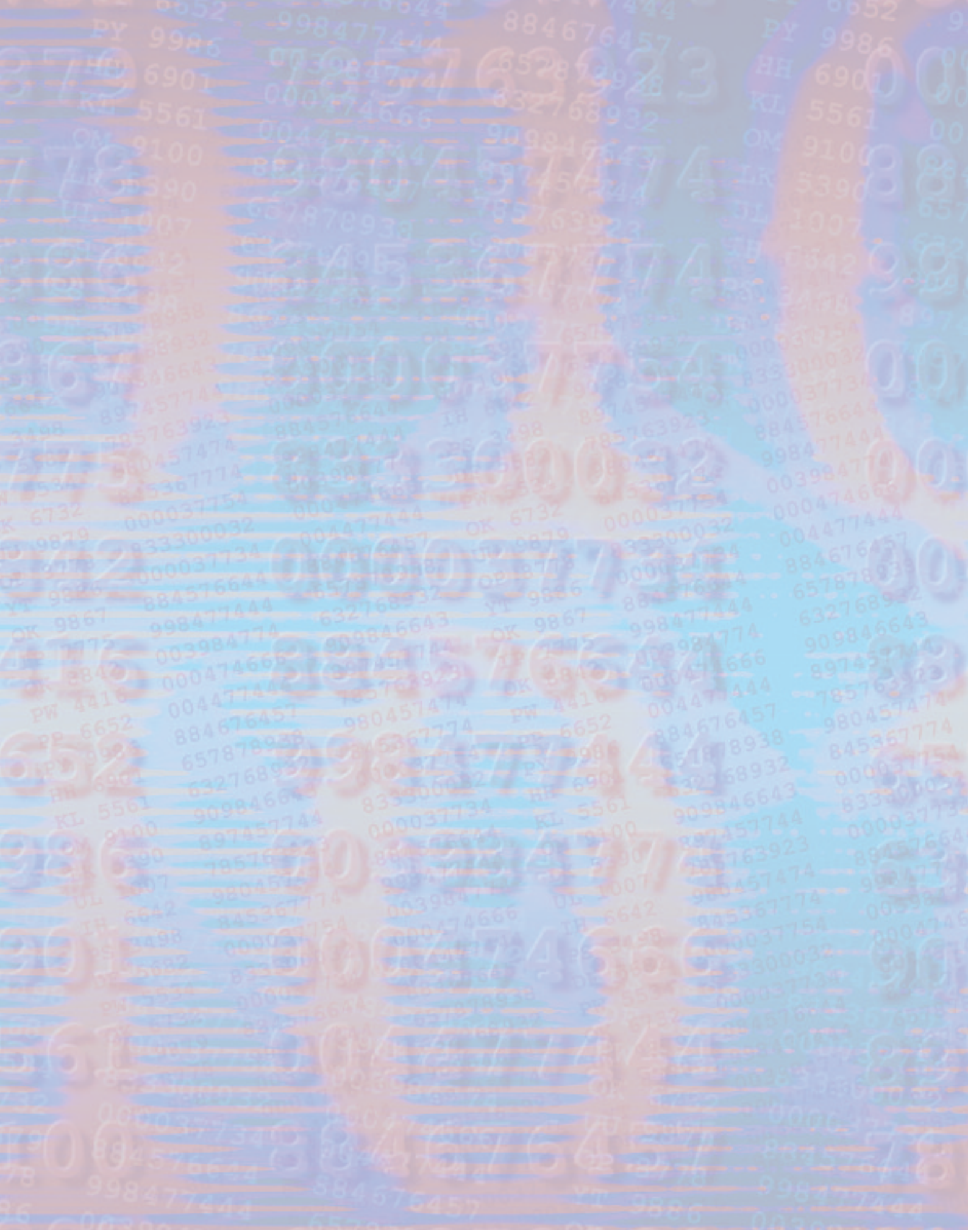
- how you have interpreted the results of calculations
- suitable choice of chart or diagram with appropriate labels and correct use of units
- how you have explained what the chart or diagrams show.

Additionally **at level 2** you will be expected to:

- describe the methods you have used
- explain the results of calculations in terms of how they meet the purpose of your chosen Activity.

**THE COST OF CRIME
MORE ACTION-BASED ACTIVITY IDEAS**

1. Carry out a survey of which crimes people think are most common/most serious and compare your results with national statistics.
2. Carry out an investigation into the amount of vandalism and graffiti in your town/area; talk to the council and shopkeepers about what it costs to clean up/repair and how this is reflected in the rates that householders pay.
3. Survey people – friends and businesses who may have been the victims of computer crime (right down to the introduction of viruses) - and ask them how much they think it has cost them in time and money.
4. Research the incidence of one particular crime (say burglary or car theft) in your town/area and compare your findings with the national statistics.
5. Research the allowed punishment for a variety of crimes and survey people on their opinion of the level of severity of sentences handed down by the courts.
6. Use a local newspaper to investigate the amount of reported crime in your area; use archive material to make comparisons with 10, 25 or even 50 years ago.
7. Research the cost of keeping a convicted prisoner in prison. Compare this with the costs of other forms of punishment such as tagging and community service.
8. Research how much people have to pay to insure their property / house / car against crime; find out the different rates for different areas; if someone has to make a claim, find out what it will cost in terms of excesses and increased premiums.
9. Get a friend to go into your house and list what they think they could steal in, say, five minutes. Work out the cost of replacing those items.
10. Investigate the cost of installing different kinds of burglar alarms.



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