Aims of this unit:

1. To find out the extent of different types of crime in Scotland and the UK.

2. To explain the causes of crime and the consequences of crime on individuals, families, communities and wider society.

3. To find out about the law in Scotland as it affects young people.

4. To explain the role of the police, Children's Hearing System and courts in the Scottish Criminal Justice System.

5. To explain the role of prisons and the extent to which prisons and alternatives methods of punishment are successful in reducing crime in Scotland.

Lesson 1 - Learning Intentions (Pupils should be able to):
- Explain what is meant by a crime
What is a crime?

A crime is an offence against the law of the land. Over the years, the law has changed as Parliament alters the law. What was a crime a hundred years ago may not be a crime today. For example, a person convicted of attempted suicide in the 19th century would be sent to prison. Today they would be given medical help. Alternatively, before 2012, it was not an offence (minor crime) to sing sectarian songs at football matches, it is now.

The law of the land also varies from country to country. For example, in Saudi Arabia it is a crime to brew and drink alcohol. In Guatemala and Brazil, it is an offence to beg in the streets. In the UK it is an offence to send obscene material through the post but in Sweden there is no such crime.

There are two main types of crimes: crimes against people and crimes against property. Crimes against people include murder, rape and assault. Crimes against property include theft, arson, breaking and entering and vandalism.

How much crime is there?

The level of crime recorded by the police in Scotland has fallen in recent years. In 2011/12, there were 314,186 crimes recorded by the police (this figure excludes minor offences such as traffic offences e.g. speeding). This was the lowest number of recorded crimes in the country for nearly 40 years. Few Scottish people (only around 17.8%) were a victim of crime in 2011/12.

The most common type of crime is crimes of dishonesty e.g. theft, that accounted for 49% of all crime. The next most common type of crime was vandalism/fire-raising which accounted for 25% of all crime.

Although there were 88 murders and 9,533 non-sexual violent crimes in Scotland in 2011-12 (the lowest figures for many years), the view that violence in Scotland is common is incorrect. Only around 5% of all crime involved violence. Scotland is a far safer country in which to live than many other countries.

In 2011-12, around half of crimes (49%) were solved by the police.

Heading: What is a crime?
1. What is a crime?

2. a) Give two examples of where the law has changed over time.
   b) Give two examples of crimes in other countries that are not crimes in Scotland.

3. Describe, with examples, the two main types of crime.

4. "Few people in Scotland were a victim of crime in 2011/11." Danielle Coull

Provide one piece of information to support the view of Danielle Coull.

5. Study the table below then answer the question which follows.

   Crimes Recorded by the Police in Scotland, 2002-03 to 2011-12
   (Figures in millions)

   "Crime is rising in Scotland. The highest years for recorded crime were 2004-05. There were 0.4m crimes in 2010-11." Niamh Brunton

To what extent is Niamh’s statement accurate? (Exam hint: show in what way she is both correct and incorrect in her statement and make an overall comment as to whether she is mostly correct or mostly incorrect in what she states.)

6. "Crimes of violence are common compared to other types of crimes. The police in Scotland solve very few crimes." Justin McCabe

Explain two reasons why Justin McCabe could be accused of exaggeration.


Lesson 2 – Learning Intentions (Pupils should be able to):

3
State arguments for and against the legalisation of cannabis
Improve note taking skills
Develop confidence in speaking in class

Should cannabis be legalised?

In a democracy, citizens give representatives the right to make decisions including changing the law. For example, in 2007 it was decided to increase the age which people could legally purchase cigarettes in Scotland from 16 to 18 years.

One area where there is a difference of opinion over the law is the legalisation of the drug cannabis. Some people would like to see the law changed so that cannabis would be available for purchase as it is in other countries such as the Netherlands. Other people, however, strongly disagree with this opinion. They want cannabis to remain an illegal drug that is not available for use by citizens.

You are now going to watch two pieces of video. One piece of video is for the legalisation of cannabis and the other is against the legalisation of cannabis.

Activity 1 – Note taking: Watch both of the two video clips given below and at the same time make notes on the arguments for and against the legalisation of cannabis.

For legalisation - http://www.bbc.co.uk/learningzone/clips/cannabis-pro-legalisation/6372.html

Against legalisation - http://www.bbc.co.uk/learningzone/clips/cannabis-anti-legalisation/6373.html

Activity 2 – Groupwork: Your teacher is going to divide the class into four groups. Two groups are going to support the legalisation of cannabis and two groups are going to oppose. Each group will get ten minutes to organise themselves and their arguments before the teacher will ask the two groups to ‘debate off’.

Activity 3 – ‘Debate off’: The first two groups in the ‘debate off’ are going to be judged by each of the other two watching groups. The ‘debate off’ will last a maximum of ten minutes. Observing group members should be prepared to feedback to those debating. Feedback should include
information on the quality of the argument put forward, as well as individual pupil contributions. The teacher will select those pupils to feedback. If time, the teacher will ask the class to swap over and the two observing groups will now ‘debate off’. Feedback will be given in the same way from the observing groups.

Extension (N5) – Practice Support / Oppose question

“Cannabis should be legalised.”  Hamish Leigh

Provide two arguments to support and two arguments to oppose the view of Hamish Leigh.
Lesson 3 – Learning Intentions (Pupils should be able to):
• Describe the extent of crime committed by different groups (with reference to age, location and gender)
• Give reasons to explain why some groups are more likely to commit crime than others

Who commits crime?

The idea that every group in society is equally likely to commit a crime is incorrect. Statistics show that some groups of people are more likely to commit crime than others. People are more likely to commit crime if they are:

• Younger. The peak age for committing crime is 19 and 20 for males and 26-30 for females. For offences (minor crimes e.g. breach of the peace) the peak age is lower for both males and females.
• Male. The majority of crime (80%) is committed by men. Almost all violent crime is committed by men.
• Living in a city (or urban) area. The majority of crime happens in city areas, particularly in city centres at weekends or in areas with poorer quality housing.

Note: This does mean every young male living in a city is likely to commit a crime. To stereotype people in this way is wrong. The vast majority of young men do not commit crime. On the other hand, a few people who are older and wealthier do commit crime.

In Scotland in 2011-12, 124,736 people were taken to court a 5% decrease on the previous year and the lowest level for 10 years. Of those taken to court, 108,336 were found guilty of a crime (87% of the total).

Heading: Who commits crime?

1. Which of the following people is most likely to commit a crime and least likely to commit a crime? Give a reason for both of your choices.

Scott Anderson  
Aged 19  
Lives in Dundee

Laurie Strachan  
Aged 80  
Lives in Forfar

Morgan Kenyon  
Aged 28  
Lives in Glasgow

Steven Hailstones  
Aged 45  
Lives in Broughty Ferry
2. Study the table below then answer the question that follows.

<table>
<thead>
<tr>
<th>Police force area</th>
<th>Number per 10,000 population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strathclyde</td>
<td>694</td>
</tr>
<tr>
<td>Lothian &amp; Borders</td>
<td>597</td>
</tr>
<tr>
<td>Central</td>
<td>549</td>
</tr>
<tr>
<td>Grampian</td>
<td>526</td>
</tr>
<tr>
<td>Fife</td>
<td>486</td>
</tr>
<tr>
<td>Tayside</td>
<td>468</td>
</tr>
<tr>
<td>Northern</td>
<td>460</td>
</tr>
<tr>
<td>Dumfries &amp; Galloway</td>
<td>401</td>
</tr>
</tbody>
</table>

What conclusions can be reached about the number of crimes in each of the following police force areas (give statistics to improve your answer):

- Strathclyde police force area
- Dumfries & Galloway police force area
- Tayside police force area

3. “Most people who are taken to court for committing a crime are found guilty. Each year, the number of people appearing in court is rising.”

What statistical information is there on page 6 to support and oppose the view of Ryan Weir?

4. Pair / group activity (Your teacher will discuss your findings with the class.)

In pairs or small groups, suggest two reasons why:

- Younger people, on average, commit more crime
- Men, on average, commit more crime
- People in city areas, on average, commit more crime
5. Study the information below then answer the questions which follow.

You are researching crime in Scotland and find the following internet page.

![BBC News Scotland](https://news.bbc.co.uk/1/hi/scotland/9370361.stm)

**Violent crime down by 17% in Scotland**

Violent crime in Scotland has fallen by almost 17% according to the latest figures.

[The Scottish government statistics show a drop in the number of crimes and arrests recorded by police forces, for the first year running.

a) Give one reason why the above internet page may be a useful source of information for an investigation.

b) Give one reason why the above internet page would not be the only source of information you would wish to use in your investigation.

c) Suggest another internet page you may visit to find information.

6. Study the newspaper front page (right) then answer the questions below.

![Daily Express](https://news.bbc.co.uk/1/hi/scotland/9370361.stm)

**Scottish Daily Express**

**Law can’t protect you from criminals any more**

a) Give one reason why the newspaper front page (right) may not be a good source of information for an investigation?

b) Give one reason why a newspaper may print a headline such as the one here?

**Extension** – “Is Britain Behaving Better?” Ask you teacher to let you visit the following link: [BBC News - Is Britain behaving better?](https://www.bbc.com/news)
Lesson 4 – Learning Intentions (Pupils should be able to):
• Better plan for at N4 the Added Value Unit or at N5 plan for the Assignment

The Added Value Unit (N4) or the Assignment (N5)

In Social Subjects (including Modern Studies), all S4 pupils are going to have to carry out a research activity. At National 4 (N4) this is known as the Added Value Unit (AVU) and at National 5 (N5) the Assignment. For N4, pupils will need to complete the AVU to obtain a course award and at N5 the assignment is worth 20 marks (out of a total of 80 marks). The Assignment is sent to SQA to be marked.

Heading: Planning for an investigation on the levels of crime in Scotland

Your teacher has told you that you are going to carry out a piece of research into ‘The levels of crime in Scotland’. Now complete the following questions:

1. Which two of the following aims would be best for a Modern Studies AVU or the assignment. Give a reason for each of your choices.
   a) To find out the levels of crime in Lanarkshire.
   b) To find out the levels of crime in Scotland.
   c) To find out whether crime levels are rising in Scotland
   d) To find out whether poverty is the main cause of crime in Scotland.

Researching for an investigation on the levels of crime in Scotland

2. You decide to visit the Scottish Government’s Crime and Justice website where you find the following graph:

   ![Graph of Crimes and Offences Recorded by the Police in Scotland, 2002-03 to 2011-12](image)

   a) Give one reason to explain why the graph may be useful to include in your
AVU or assignment?
b) Give one reason why you may not want to use the graph in your assignment or AVU?

3. Your teacher asks you to make up a questionnaire to ask people in your area about their views on the levels of crime in Scotland.

a) Explain one reason why a questionnaire is a useful way of collecting information for an AVU or assignment on the levels of crime in Scotland.
b) Explain one reasons why a questionnaire is not a useful way of collecting information for an AVU or assignment on the levels of crime in Scotland.

4. You decide the information gathered from the Scottish Government Crime and Justice website and your questionnaire have not given you enough information for the AVU or assignment. Give one other way you might gather information for the AVU or assignment and explain the reason for your choice.

5. Whilst researching for the AVU or assignment you find the source below. Study the source carefully then answer the question which follows.

![Graph: Crimes Recorded by the Police, 2011-12](image)

a) Using your own words, explain each of the categories of crime in the graph. You may need to use your teacher or the internet to help.
b) What conclusion can be drawn about the levels of violent crime to non-violent crimes in Scotland in 2011-12.

Lesson 5 – Learning Intentions (Pupils should be able to):
- Describe the groups most affected by crime (with reference to age, gender & ethnicity)
- Give reasons to explain why some groups are more likely to be affected by crime
- Describe when and where crime happens

Who is affected by crime?

The chances of being a victim of a crime are not the same for every group of people. Some groups are more likely to be a victim of a crime than others.

Young people face higher risks of crime than older people. The Scottish Crime and Justice Survey found that around one in six (17.8%) adults aged 16 or over was the victim of at least one crime in 2011-12. However, 26% of 16-24 year olds were victims of crime compared with only 9% of those aged 60 or older.

The risk of being a victim of violent crime also decreased with age. The risk of being a victim of violent crime was 7% for 16-24 year olds compared with 1% of those aged over 60 years.

The risk of being a victim of any crime was slightly higher for males than for females. 18% of males had been the victim of at least one crime in 2011-12 compared with 17% of females. Around 4% of males experienced violent crime in 2011-12 compared to only 2% of women.

The risk of being the victim of crime was double for people from ethnic minority backgrounds.

When and where crime happens?

63% of all property crimes took place immediately outside the home. In contrast, violent crime happened in a number of locations including in or around a pub, bar or club (22%) and in or near the victim’s place of work (19%).

Half of all property crime (51%) took place on a weekday and 36% took place at the weekend. In contrast, 57% of violent crime took place at the weekend.

Activity 1 – Your teacher is going to divide the class into four groups. Each group will be given a sheet of A3 paper and a coloured pen.

Group 1 – Explain why younger people are more likely to be victims of crime
Group 2 - Explain why men are more likely to be the victims of crime

Group 3 - Explain why ethnic minorities are more likely to be the victims of crime

Group 4 - Explain why most property crimes happen at home and why most violent crime happens in and around pubs, bars or clubs

Group 5 - Explain why most property crime takes place on a weekday and most violent crime takes place at the weekend

Activity 2 - Your teacher will randomly select one member from each group to report back to the class. The rest of the class will take notes in their jotter. Finish by summarising the notes of your own group.

Extension - Although elderly people are far less likely to be the victim of a crime than younger people, surveys show older people worry more about becoming a victim of crime than younger people.

Look at the following newspaper article and complete the question which follows.

A robber lay in wait for an elderly man in his own home before brutally attacking and tying him up, a court heard.

On July 4, pensioner Mr Brough came home from an evening out and was confronted by an intruder in his hall who attacked him. Rob Jones, prosecuting, said: "Mr Brough attempted very briefly to fight back but was unable to do so and was punched several times in the face.

George Fairclough had previously done gardening work for his 84-year-old victim. The 21-year-old carefully hid his identity with a balaclava before using his mobile to ring a taxi to flee.

After trial, Fairclough, of Southport, pleaded guilty to robbery, false imprisonment and fraud. Fairclough was remanded in custody for sentencing.

Adapted from the Liverpool Echo, September 2012

Questions

1. If you were a pensioner, in what way might you react to the above newspaper article?
2. For what reasons might older people have a greater fear of crime than young people. Make two points.
Lesson 6 – Learning Intentions (Pupils should be able to):
- Better interpret a range of statistical sources to detect and explain exaggeration and the selective use of facts

Skills Lesson – Detecting and explaining exaggeration and the selective use of facts

In Modern Studies it is important to look at information carefully. Some information is accurate (true) but on other occasions, the information given is exaggerated or only partly correct. This is known as selective use of the facts. Study the examples below then answer each of the questions which follow. Your teacher will do examples 1 and 2 with the whole class.

Example 1 - Detecting and explaining exaggeration (N4)

Study the table below then answer the question which follows.

![Graph](image)

Crime happens in every country. In Scotland, the number of people saying they are a victim of crime is rising. Over 15% of the people of Scotland said they were a victim of crime in 2010-11. Adam Crighton

Choose one sentence that is given by Adam and explain why this sentence is exaggerated.

N4 – Now complete the question on page 14.
Extension – Collect a copy of “Social Issues in the UK”. Read pages 148-149.
Practice detecting and explaining exaggeration question (N4)

Study Sources 1 and 2 below, then answer the question which follows.

**SOURCE 1 - What Community Wardens spend most time dealing with in an average week**

- 38% Youth disorder
- 15% Dumping rubbish
- 13% Antisocial behaviour
- 13% Alcohol and Drug abuse
- 12% Cleaning up graffiti
- 2% Neighbourhood disputes
- 2% Assaults
- 5% Others

**Source 2 - Community Wardens**

Community wardens were introduced to act as a deterrent to antisocial behaviour and provide reassurance to those whose lives were affected by crime. Most wardens do not have the power to charge or arrest wrongdoers but they work closely with the police, acting as their “eyes and ears” in the community. Community wardens earn much less than police officers.

**Statements about Community Wardens**

- Community wardens can reduce the cost of policing an area.
- Community wardens spend a lot of their time dealing with youth disorder.
- Community wardens spend a lot of time dealing with assaults.
- Community wardens have the same powers as the police.

Write down two statements about Community Wardens which are exaggerated. For each statement, give one reason to explain why it is exaggerated. Your reasons must be based entirely on Sources 1 and 2 above.

(4 marks)

Your teacher may now issue N4 pupils with another question(s).
Example – Selective use of the facts (N5)
Study the information below then answer the question which follows.

Source 1 – Number of homicide (murder) victims and accused 2002/03-2011/12

Source 2 – Scottish Government Press Release:
Homicide rate reduces 06/11/2012

The number of homicide cases in Scotland has dropped by 28 per cent in ten years, statistics revealed today. Official figures show 2011-12 as having the second lowest number of homicide cases in 10 years.

Justice Secretary Kenny MacAskill said: “This Government is working hard to ensure that Scotland is a safe place to live. A drop of 28 per cent in the number of homicide cases in the last a decade shows we are making progress in the battle against violent crime. Following a further decrease of 11 per cent since last year it is reassuring to see these figures are going in the right direction.

“There were just under 100 homicides in Scotland in 2011-12. Every year, the number of homicides in Scotland has been dropping. Overall, since 2002-03, the number of homicides in Scotland has fallen by more than a quarter.”

Megan Henderson

To what extent is Megan selective in her use of facts? (Clue: Take each of Megan’s three sentences one at a time and say, using the information in Sources 1 and 2, whether she is correct or incorrect.)

N5 – Now complete the question on pages 16 and 17.
Extension – Collect a copy of “Social Issues in the UK”. Read pages 149-152.
Practice selective use of the facts question

Study Sources 1, 2 and 3 below and on the next page, then answer the question which follows.

Source 1 - Facts and Viewpoints

CCTV cameras were introduced to Scotland’s streets as a method of tackling crime. There are now approximately 2,335 cameras in Scotland monitoring public spaces such as city centres, parks and shopping centres.

- CCTV is proven to be highly effective in reducing crime in some places e.g. hospitals and car parks.
- Some research indicates where cameras are installed crime increases in nearby areas without CCTV cameras.
- Police believe that criminals are more likely to plead guilty when presented with CCTV evidence. This saves time in court and up to £5,000 of the costs of a trial.
- A case study in the Greater Glasgow area could find no link between the installation of CCTV cameras and a reduction in crime.
- Police officers report that one of their big frustrations is broken and vandalised cameras and CCTV images which do not capture offences clearly enough.
- There were 3,318 recorded incidents in 2008/9 using CCTV cameras which resulted in 587 evidence discs being provided for the Procurator Fiscal Service.
- Many members of the public are concerned that more CCTV means a loss of civil liberties and an invasion of their private lives.
- The majority of the public believe that the installation of more CCTV cameras is a positive thing.
- Scotland’s cities already have too many cameras in operation compared to other countries, costing a huge amount of money.
- Strathclyde Police recently claimed a 75% drop in anti-social behaviour following the installation of a £130,000 CCTV system in a town with a history of this type of problem.

<table>
<thead>
<tr>
<th>Area</th>
<th>Crimes per year before CCTV installed</th>
<th>Crimes per year after CCTV installed</th>
<th>Percentage change</th>
</tr>
</thead>
<tbody>
<tr>
<td>City</td>
<td>1,526</td>
<td>1,098</td>
<td>-20%</td>
</tr>
<tr>
<td>City car park</td>
<td>794</td>
<td>214</td>
<td>-73%</td>
</tr>
<tr>
<td>Hospital</td>
<td>18</td>
<td>12</td>
<td>-33%</td>
</tr>
<tr>
<td>Inner city estate</td>
<td>160</td>
<td>182</td>
<td>+14%</td>
</tr>
</tbody>
</table>
Source 3 – Public Feelings on the installation of CCTV cameras

<table>
<thead>
<tr>
<th>Perception</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controllers may abuse the system</td>
<td>40%</td>
</tr>
<tr>
<td>I will be less likely to be a victim of crime</td>
<td>70%</td>
</tr>
<tr>
<td>Will prevent crime</td>
<td>60%</td>
</tr>
<tr>
<td>Invasion of privacy</td>
<td>30%</td>
</tr>
</tbody>
</table>

Law abiding citizens have nothing to fear from CCTV; in fact it can help to protect them by deterring criminals from committing unlawful actions. CCTV can save taxpayers money by speeding up court cases. CCTV is of great benefit to police forces around the country especially when dealing with anti-social behaviour. The CCTV operators can direct the police to any possible flashpoints so that they can deal with problems before they arise. In addition, if a crime is committed, the CCTV evidence can be used in court to identify a criminal. We should use more new technology to aid the fight against crime.  

Morgan Melville

Installing CCTV cameras does not reduce crime rates. CCTV cameras are not effective in solving even straightforward crimes like street robberies. One problem is that some operators have not been trained in using the system properly and as a result, the cameras can be badly positioned and out of focus. CCTV is an invasion of privacy as most ordinary citizens do not commit crime but still have their movements followed and recorded up to 300 times per day. At best, CCTV only makes offenders move away from areas with cameras to commit crimes where there are none. Too much money is wasted on CCTV cameras; this money would be better spent putting more police on the street.

Sinead McGregor

CCTV has reduced crime in Scotland. The public think CCTV is always a good thing.

View of Shannon Martin

Using Sources 1, 2 and 3 (above and on page 16), explain why the view of Shannon Martin is selective in the use of facts.

- You should give information from Sources 1, 2 and 3 to show that Shannon’s view is correct.
- You should give information from Sources 1, 2 and 3 to show that Shannon’s view is incorrect.
- You must use all three Sources in your answer.

Your teacher may now issue N5 pupils with another question(s).
Lesson 7 - Learning Intentions (Pupils should be able to):
- Explain one cause of crime: nature

The causes of crime – The nature argument

Criminologists study crime and try to explain its causes. Over the years criminologists have put forward a great many reasons to explain why different people commit crime. Some criminologists believe that one of the main reasons why people commit crime is because it is in their ‘nature’ i.e. they are ‘born bad’.

One of the first people to argue that some individuals were more likely to commit crime than others was Cesare Lombroso. Lombroso was a 19th century Italian prison doctor who studied the prisoners he worked with. He came to the conclusion that people who commit crime were in some way different physically and/or mentally. Although largely discredited today, Lombroso’s research was the first to suggest that some people were ‘born bad’ and as a result, they were, depending on their circumstances, more likely to commit crime.

Today there is better evidence to suggest that some people are naturally more likely to commit crime. Recent research suggests that some people who commit crime are more likely to get angry or have no empathy (understanding of another person’s feelings e.g. psychopaths) making them more likely to commit crime. Research of this kind has focused on the way the brain works in people who commit crime. By way of response, some criminals are given medication in the form of drugs to control their behaviour.

Heading: The causes of crime – The nature argument

1. What is a criminologist?
2. What is meant by the ‘nature’ argument to explain crime?
3. Who was Lombroso and what conclusion did he reach to explain some criminal behaviour?
4. Which emotions does recent research suggest some criminals lack? Give two examples.
5. Describe one way that some criminal behaviour is controlled.
6. Watch the Youtube video: http://www.youtube.com/watch?v=0PXeNIqA7pik then make notes on what you hear.
   The class may wish to discuss the issues raised in this short film.

Extension – Collect a copy of “Social Issues in the UK”. Read pages 149-152.

Issue Crime and Law N4/N5 Homework 1
Lesson 8 – Learning Intentions (Pupils should be able to):
• Explain one cause of crime: nurture

Causes of crime - The nurture argument

Most criminologists would agree that not all criminal behaviour can be explained by ‘nature’ arguments. A different set of reasons to explain crime is called the ‘nurture’ argument.

The nurture argument suggests that factors in society (the environment people grow up in) including poverty, family, peer pressure, use of alcohol/drugs, etc., will make some people more likely to commit crime.

Although not the first to argue that environment affects the chances of committing crime, in the 1950s American criminologist Robert Merton argued that where people are denied the opportunity to achieve success in life in the traditional way (work hard, get a good education, get a good job, etc.), some may turn to crime as an alternative means of getting what the need and want. Further, as societies such as America are clearly unequal in terms of rich and poor, Merton argued that those in the poorest groups with the least opportunities, would be the most likely to commit crime.

Today, most criminologists would continue, in part, to support the view that the environment a person grows up in will affect their chances of committing crime. For example, recent crime statistics show that crime happens more often in poorer areas (e.g. crimes of dishonesty such as theft) and is committed more often by people from poor backgrounds.

Heading: Causes of crime – The ‘nurture’ argument

1. What is meant by the ‘nurture’ argument to explain crime?
2. List four factors that may increase the chances of someone committing a crime.
3. Who was Robert Merton and what did he argue?
4. Merton argued that the poorest groups would be most likely to commit crime. Why was this?
5. Study the Sources on the next then answer the questions which follow.
6. Watch the Youtube clip: http://www.youtube.com/watch?v=NHva51WqFtM then make notes on what you hear.
   The class may wish to discuss the issues raised in this film.
a) **Source 1 - Risk of crime**

*Proportion of adults who were victims of crime by area*

<table>
<thead>
<tr>
<th>Area</th>
<th>All SCJS</th>
<th>Property</th>
<th>Violent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Scotland</td>
<td>18</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>15% most deprived</td>
<td>21</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Rest of Scotland</td>
<td>17</td>
<td>3</td>
<td>15</td>
</tr>
</tbody>
</table>

Using only Source 1, what conclusions can be drawn about:

- The amount of property crime in the 15% most deprived (poorest) areas compared to the rest of Scotland
- The amount of violent crime in the 15% most deprived areas compared to the rest of Scotland
- The total amount of crime in the 15% most deprived areas to the rest of Scotland

b) **Source 2 - Crimes of dishonesty and violence recorded per 10,000 population in selected Scottish regions 2010-11**

"On average, crime is higher in some parts of Scotland to others."  Bradley Evans

Using only Source 2 above, what information is there to support the view of Bradley Evans. Make two points.

**Extension** - Collect a copy of “Social Issues in the UK”. Read pages 91-93.
Lesson 9 – Learning Intentions (Pupils should be able to):
- Explain the link between family relationships / ‘peer pressure’ and crime

Causes of crime – Family relationships

A great deal of recent research into the causes of crime has focused on the extent to which poor relationships in a family affect the chances of someone committing a crime.

Studies of offenders by criminal psychologists have shown that many criminals have experienced a deprived childhood. These studies have highlighted that if a child is brought up in a family where there is *poor parenting* (children out late and unsupervised, parents do not spend time with children, etc.) and / or where the parents have problems in their own lives (e.g. alcohol dependency or family break-up/divorce), then that child is far more likely to be involved in crime as they get older.

Of most interest are studies that look at children's relationships with their parents, especially the mother, in the first few years of life. It is argued that this period in a child's development is crucial in properly nurturing them. If the child is loved and cared for properly, the child is more likely to have positive self-esteem and to have good relations with others. In all likelihood they will go on to do well in later life. However, if the relationship between mum/dad and the child is poor i.e. the child gets little in the way of love or attention, the child is not likely to care much about themself, to be able get well with others or to respect other people and their property. A child brought in this way, psychologists argue, is far more likely to develop deviant (not the accepted) or criminal behaviour.

Heading: The causes of crime – Family relationships

1. Explain what is meant by the term 'poor parenting'.
2. What kinds of problems may parents have in their own lives? Give two examples.
3. Explain why the relationship between a child and their parents is important in the child's development.
4. Rearrange the following to create a 'positive development flow chart':

   High self-esteem  ➔  Success in life  ➔  Love and care as a young child  ➔  Good relations with others
‘Peer Pressure’

Being a teenager is not easy – increasing responsibilities, greater demands from parents and teachers (did you remember your homework!), a growing understanding that ‘life’s not fair’. Teenagers are often said to be ‘finding themselves’ or ‘testing the boundaries’, both phrases that are used to help explain the changes in behaviour in the move from childhood to adulthood.

For some types of less serious offending, the peak age for criminality is in the ages 15 to 17 years. One reason to explain the rise in crime at this age is because of ‘peer pressure’ or the pressure to ‘go with crowd’.

Peer pressure can be hard for adults to resist never mind young people. For example, some teenagers may become involved in anti-social behaviour such as drinking alcohol at weekends or getting involved in street fights with teenagers from other parts of the town. Attracting and keeping friends is not always easy. Bullying can occur if an individual teenager is seen to ‘do as they are told all of the time’.

Although criminologists disagree as to the extent of peer pressure as a factor explaining crime (some criminologists see peer pressure as much less important than other factors explaining crime), most people would agree that ‘being in with the wrong crowd’ or equally, ‘being part of a good crowd’ can affect someone’s choice of behaviour.

Causes of crime – Peer pressure

1. Explain what is meant by ‘peer pressure’.
2. Do you think peer pressure influences some young people to offend? Explain your answer.
3. Which kinds of anti-social behaviour may some young people get involved in? Make two points.
4. Watch the following video clip then answer the question which follow.
   - The Peer Pressure Experiment - Part 1 - YouTube
   a) Would you have got into the car if you had been asked?
   b) For what reasons did the three young people involved in the experiment not speak against the actor driving? Give two reasons.
   c) Has peer pressure encouraged you to do something you knew was wrong? Explain your answer.

Extension - Collect a copy of “Social Issues in the UK”. Read page 94.
Lesson 10 - Learning Intentions (Pupils should be able to):
- Explain and give evidence of the link between alcohol/drugs and crime

Heading: Causes of crime - Alcohol

Collect a copy of "Social Issues in the UK". Read pages 80-85 then complete the following questions.

Page 80.
1. What are the consequences of alcohol abuse in Scotland. Make **three** points.

2. Explain the way in which **both** the following pieces of legislation have tried to reduce alcohol consumption in Scotland:
   - The Alcohol (Scotland) Act 2011
   - Alcohol and Minimum Pricing (Scotland) Act 2012

Page 81.
3. **Give one argument for and one argument against** the introduction of minimum pricing for alcohol in Scotland.

Page 82.
4. **Give one piece of information to support** Sarah’s view and **one piece of information to oppose** Sarah’s view.

"There is a 'binge drinking' culture among teenagers in Scotland. Scotland has the highest rate of teenage binge drinking in Europe." **Sarah O'Brien**

5. **Give one piece of information to support** Sarah's view and **one piece of information to oppose** Sarah's view.

Pages 83 and 84.
6. What are the health risks associated with teenage binge drinking. Make **two** points.

6. **Explain why two people would be at fault if a child aged 16 years bought alcohol in a pub.**

Pages 84 and 85.
7. **Describe two other laws that have been introduced with the aim of reducing alcohol consumption in Scotland.**

**Extension** - Collect a copy of "Social Issues in the UK". Read page 86. Carry out a survey.
Lesson 11 – Learning Intentions (Pupils should be able to):
• Explain and give evidence of the link between violent movies / television and crime

Causes of crime – Violent movies / television

Some child psychologists argue that if young people see violence at the movies or on the TV they are more likely to become violent themselves.

Research studies show that many mainstream TV programmes contain violence. It also shows that those responsible are not always punished or sorry for their actions. Very few programmes contain the message that violence is wrong.

Studies also show that after watching violent movies/TV children become more aggressive, especially if programmes are:

• Violent cartoons. Children under the age of 7 may imitate cartoon violence because they may not be able to tell the difference between fantasy and reality.

On Youtube watch the following Tom and Jerry video: “Tom and Jerry 054 Cue Ball Cat”. Clip: http://www.youtube.com/watch?v=IXbr7GqBlrk

• Action-adventure or police programmes that show realistic violence.

On Youtube watch the following clip called 'End to Hollywood Violence Unlikely'. Clip: End to Hollywood Film Violence Unlikely - YouTube

Watching a lot of violent television as a child may affect the way a person thinks and behaves later in life, even as an adult. For example, one study reported that children who liked to watch violent TV programs when they were 8 years old were more likely to behave aggressively at age 18 and as adults were also more likely to be convicted of violent crimes and murder.

Watching violent movies and television programs also affects children’s attitudes toward violence and the world around them. Studies report two ways in which watching violence can lead to unhealthy attitudes.

• Desensitisation. Children who watch a lot of violent television programs may become less sensitive to violence in the real world. If children are not shocked by violence or its consequences, they may be more willing to accept high levels of violence in society or even commit an act of violence.

24
• **Mean World Syndrome.** Children who watch a lot of violent television programs may come to believe that the world is a mean and dangerous place. This tends to make them fearful of the world around them.

Too often, violence in movies and on television is portrayed without consequences. When children see violence without remorse, criticism, or punishment they learn that doing bad things is okay - there are no consequences. But that is not true in the real world.

**Heading: Causes of crime - Violent movies / television**

1. What affects might watching violent movies or violence on TV have on young children. Make **two** points.

2 i) What examples were there in the Tom and Jerry cartoon of violence. Give **two** examples.

   ii) For what reason do some child psychologists believe that watching Tom and Jerry cartoons may make some children violent.

3. i) Do you think there is too much violence in Hollywood movies? Explain your answer.

   ii) Do you think watching violent movies (or playing violent video games) affects some teenagers behaviour? Explain your answer.

   iii) Can you name **four** violent action movies?

4. What evidence is there that watching violence as a child has an affect on some people as adults.

5. Explain what is meant by:

   i) Densensitisation    ii) Mean World Syndrome

6. If on TV violence is portrayed without consequences, what might children think when they are older?

**Extension** - Find out the rules / laws there in place to ensure that children do not have access to violent movies, violent video games or violence on TV.
Lessons 12/13 – Learning Intentions (Pupils should be able to):
- Explain what the law says about carrying a knife in Scotland
- Describe the extent of knife crime in Scotland
- Better research and present information on the law and knives in Scotland / extent of knife crime in Scotland

Focus: Knife crime in Scotland (1)

Collect the textbook ‘Social Issues in the UK N4/5’.
Read pages 76 – 79, then answer the following questions.

Heading: Focus - Knife crime in Scotland

1. Explain why some young men carry a knife?

2. “Knife crime is most common at the weekends and in West Scotland. Glasgow had around half of all knife crime in 2010. 35 people were killed in 2010 with a sharp instrument representing 44% of all homicides.”

   Paul Dye

Choose one sentence from what is said by Paul Dye and explain why it is exaggerated.

3. i) Describe what happened to Reamonn Gormley.
    ii) Do you think Daryn Maxwell and Barry Smith were properly punished? Explain your answer.

4. “Knife has enormous consequences.” Jennifer Lamont

   Using the information on pages 77 and 78, provide three pieces of information to support the view of Jennifer

5. What are the arguments for and against a mandatory jail sentence for carrying a knife. Make two points for and two against.

Focus: Knife crime in Scotland (2) – ICT lesson / Class presentation

You are going to complete the knife crime activity on page 79 ‘Social Issues in the UK N4/5’. Your teacher will book an IT room on your behalf. You should write up your report as a Word document which can be used as a five minute radio/television article.
The effects of crime on individuals and their families

A crime has a range of effects on its victims and their families. Those affected may be hurt emotionally (their feelings - anger, fear, upset, etc.), physically (their body) or financially (the cost in terms of money). Undoubtedly, the effects are much worse if the crime involves violence.

Heading: The effects of crime on individuals and their families

1. Your teacher will divide you into four groups. Each group member should make notes in their jotter. The group will have ten minutes to consider the effects of crime on individuals from one of the following crimes:
   - House burglary
   - Identity theft (e.g. stealing someone’s bank details, etc.)
   - Assault
   - Murder

2. Each member of the group should now ‘pair up’ with someone else in the class. Both individuals in the pair should tell the other person what was said with regard to the type of crime they were talking about and the effect it has on individuals. Both people should make notes on what they are told. You will have five minutes to complete this activity.

3. Now find another person in the class from a third group and repeat the process.

4. Finally, find a group member from the last group. This person should be able to tell you the effects of crime on individuals from the one time of crime you have not yet made note on.

5. Your teacher will now ask two or three people to come to the front of the class to explain what they have found out. Anyone may be chosen so everyone should ensure that they are well prepared to speak.

Extension - Watch the following Youtube clip. Young people in Hackney (London) describe the effects of crime on them. Help change the headlines - effects of crime on young people in London - YouTube
Lessons 15 - Learning Intentions (Pupils should be able to):

- Explain some of the consequences of crime for businesses / the country

The cost of crime to businesses

Crimes such as shoplifting and fraud cost businesses in the UK billions of pounds each year. In 2012, the cost of business crime in Scotland was over £5 billion.

To combat crimes such as shoplifting more and more companies employ security guards some of which are 'under cover' posing as customers. Other approaches to preventing theft include attaching 'anti-theft tags' attached to expensive goods or the increased use of CCTV.

Increasingly thieves are moving away from more traditional crimes such as robberies and theft and are instead looking to use the internet to commit crime. Internet crime mainly involves thieves stealing highly confidential business information. Access to this type of information can result in thieves getting rich very quickly. Certain UK companies such as banks, insurance companies and energy suppliers have recently been the victims of internet crime. Altogether, at least a third of all crime relating to business is connected to the internet.

To prevent internet crime, the Scottish and UK Governments have set up special internet crime units. Working alongside businesses, the Scottish Business Crime Centre aims to use the latest ICT security technology to catch internet thieves.

The cost of crime to the country

The overall cost of crime in Scotland and the UK runs into billions of pounds:

1. Cost of the police service to catch criminals
2. Cost of court services to prosecute criminals
3. Cost of prisons / alternatives to prison and services such as the probation service
4. Rise in insurance costs as premiums are raised on cars and homes

Paying for crime

Both the Scottish and UK governments have to spend billions of pounds dealing with the consequences of crime. In order to do this, government must either
increase taxes or spend more from the tax revenues (money) they already collect. Therefore, if crime levels rise, there will be less money for things such as schools and hospitals.

As well as higher taxes the final way that crime cost is through higher prices in shops for good and services. If businesses are losing money to crime they pass this cost on to shoppers through increases prices.

Taken together, crime is not only very bad for an individual but is hugely expensive for the country as a whole.

**Heading: The cost of crime to businesses and the country**

1. "Crime costs businesses in Scotland billions of pounds each year."
   
   **Sarah Georges**

   What information is there to **support** the view of Sarah Georges?

2. Describe **two** ways shops that shops try to prevent shoplifting.

3. Explain **one** reason why thieves are increasingly turning to the internet to commit crime.

4. Describe one way that the Scottish and UK governments are trying to prevent internet crime.

5. Complete a spider diagram to show the cost of crime to the country

   ![Spider diagram](Cost of crime to the country)

   Rise in the insurance premium for homes and cars

6. i) In what way is government spending affected by rising crime?
   ii) In what way are shoppers affected by crime?

**Extension - Car crime**

Car manufacturers are constantly looking at ways to ensure their cars are protected from thieves. Sketch a drawing of a car in your jotter that highlights the security features of modern cars.
Lessons 16 – Learning Intentions (Pupils should be able to):
- Describe ways in which crime can be prevented
- Interrogate a more complex website and make notes
- Present back to the rest of the class

Crime Prevention – Internet Activity

The chances of becoming a victim of crime are small – please don’t have nightmares, do sleep well! However, there are measures that individuals can take to reduce their chances of becoming a victim of crime.

You are going to visit the crime prevention section of Tayside Police’s website: http://www.tayside.police.uk/Information-Advice/Crime-Prevention/

Part 1 - You will need your class jotter and something with which to write.

1. Log on to the computer.

Make notes in your jotter on the ways individuals can prevent crime using each of the headings below:
- Home safety
- Vehicle safety
- Personal safety
- Identity protection

This part of the lesson should take no more than 30 minutes.

Part 2 - Your teacher will randomly choose members of the class to report back their findings. You could be selected. In preparation, read over your notes and be sure that these are clear to read and that they make sense.

Part 3 - The class is going to grade anyone chosen to report back. Grades will be A or B or C. Remember to be fair – you could be chosen next!

Crime prevention presentation success criteria:
A - Accurate, detailed and very clearly/confidently presented.
B - Accurate but limited in detail and less clearly / confidently presented.
C - Limited but accurate. Less clearly or confidently presented.
Lessons 17 - Learning Intentions (Pupils should be able to):
- Better interpret a range of information to draw conclusions

Drawing Conclusions

A conclusion is what can be worked out from the information that is given. Sometimes conclusions can be obvious, for example:

Example 1: Look at the following bar graph on police recorded crime in Scotland for 2011-12. What conclusion can be drawn about the crime of dishonesty compared to other types of crime?

![Bar graph]

**Answer:** Crimes of dishonesty were highest in the graph. Nearly 50% of all crimes were crimes of dishonesty.

**Note:** Marks are awarded for each correct conclusion and for providing evidence to support a conclusion.

Example 2 (N4): Study the graphic below.

![Graphic]

What conclusions can be drawn about:
The overall amount of crime recorded in the British Crime Survey between 1980 and 2009?

The level of police recorded crime compared to the level of crime recorded in the British Crime Survey?

**Example 5 (N5):** Study the information below then answer the question which follows.

What **conclusions** can be drawn about:

- The trends in crime levels 1981 to 2008/09
- The changes in recorded crime 2009/10 compared to 2008/09
- The types of **offences** committed
- What people think about crime in their area and nationally

Use all parts of the Source in your answer. Give **statistics** to evidence your answer.

Your teacher will now issue conclusions questions for you to practice.
The London Riots 2011

In August 2011, London and other parts of the U.K., experienced some of the worst street riots in more than 50 years. Tens of millions of pounds of damage was done to property, with several people injured. The deaths of two people have been linked to the riots in the city. Why did this happen?

Discuss the information on the following weblink (BBC News - England riots: Timeline and map of violence) before you start the following activity.

Activity: Part One - Structured Note-taking

1. What caused the London riots?

Give at least three reasons why the London riots happened. Use the following BBC weblink: BBC News - The competing arguments used to explain the riots

2. Who were the rioters?

Make notes on the people charged with taking part in the riots. Use the following BBC weblink: http://www.bbc.co.uk/news/uk-15426720 and BBC News - England riots: Who’s been prosecuted?

3. What punishments were given to those who were involved?

Use the following weblink: BBC News - England riots one year on: Culprits jailed for 1,800 years

As a class watch the piece of video below and make notes

4. “It Took Another Riot” (see BBC weblink: BBC News - London riots: Tottenham needs more help, says report) was the name of the Mayor of London’s official report into what needs to be done to prevent future riots. What does the report recommend should happen in Tottenham? Make at least three points.
Activity Part Two: London Riots - A Structured Report

You are going to write up your notes in a structure form.

Report writing:
- Use headings / sub-headings
- Write in sentences (capital letters / full stops) and paragraph
- Give examples or statistics to improve quality of report

1. Heading - 'The London Riots'

2. Introduction - What your report will be about / background information

3. Main findings -
   1) What caused the London riots?
   2) Who were the rioters?
   3) What punishments were given to the rioters?
   4) What needs to be done to prevent future riots in London?

5. Conclusion - Main point (s) you would want to highlight about what you have learned on the London riots.

Appendix 1 - Review of research method - The BBC website
i) Explain two reasons why the BBC website is a good source of information on the London riots.
ii) Explain two reasons why the BBC website is not a good source of information on the London riots.
The Law and Young People in Scotland (1)

What can young people do at different ages in Scotland? (Taken from the Young Scot website)

Under Scots law there are certain things which young people can do legally without any age restriction. For example, they can have a passport (their parents/guardians apply until you are 16) but it’s a young person’s in their own right. However, young people have to have 'sufficient understanding' – that is a grasp of the consequences, a good understanding in the issues involved, and overall seem to be responsible - otherwise the authorities can intervene.

Your teacher is going to show you the Young Scot webpage: What can you do at what Age - Young Scot

Information Leaflet on the Legal Rights of Young People in Scotland

Activity: Using the information on the Young Scot webpage, to complete a leaflet that you could pass to another pupil which could explain the legal rights of young people in Scotland. In your leaflet you should refer to a range of ages from birth to age 21 years. An example is given below the picture.

At 14 you can:

Get a job on a Saturday for up to 5 hours, and for no more than 2 hours on school days (not before 7am or after 7pm). During school holidays you can work on weekdays (including Saturdays) for 5 hours, with an overall weekly limit of 25 hours. You should not work for more than 4 hours in one day without a 1 hour break. You must be allowed two work free weeks during school holidays.

Note: The age of criminality in Scotland rose from 8 years to 12 years in 2011.
The Law and Young People in Scotland (2) -
Should the age for voting be lowered to 16 years of age?

One of the issues that attract political debate is the age at which people in Scotland and the UK should be able to vote in elections.

Arguments for lowering the voting to 16 years old include:

- Young people at 16 years have many other important rights such as the right to leave home or school, so they should also have the right to vote
- Young people are, in the main, old enough to understand and have opinions on the important issues that affect them and society, therefore they should be allowed to have their say
- The earlier people are allowed to vote, the more likely they will continue to vote throughout their adult life.

Arguments for keeping the voting at 18 years of age include:

- Some important rights such as purchasing alcohol or getting a tattoo are set at 18 years to ensure all young have more time to make informed choices about their lives
- Many young people are not interested in politics nor mature enough to use their vote sensibly
- Not many 16 years olds want the vote only a small but noisy number of young people who are interested in politics

Now watch the Youtube clip (Election 2010: Votes at 16 - YouTube) before going on to answer the question below.

Heading: Should the age for voting be lowered to 16 years of age?

1. “The voting age should be lowered to 16 years of age.” Cameron Reid

Provide two pieces of information to support the view of Cameron Reid and two pieces of information to oppose the view of Cameron Reid.

2. Based on what you’ve learned, do you think young people should get the vote at 16 years? Explain your answer.
3. Your teacher will organise a quick show of hands. All those in favour of lowering the voting age to 16 years hands up. Record the class result in your jotter.

**Extension (N4) Practice Conclusions Question**

Look at the information below then answer the question which follows.

**Source 1 – The age at which Scots think people should be allowed to vote**

![Pie chart showing age preferences for voting]

**Source 2 – Voting age and turnout**

<table>
<thead>
<tr>
<th>Country</th>
<th>Minimum Voting Age (years)</th>
<th>Voter Turnout %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austria</td>
<td>16</td>
<td>79%</td>
</tr>
<tr>
<td>Brazil</td>
<td>16</td>
<td>83%</td>
</tr>
<tr>
<td>Canada</td>
<td>18</td>
<td>60%</td>
</tr>
<tr>
<td>UK</td>
<td>18</td>
<td>61%</td>
</tr>
<tr>
<td>USA</td>
<td>18</td>
<td>57%</td>
</tr>
</tbody>
</table>

Write down **two** conclusions about voting age.

You should write **one** conclusion **with evidence** about **each** of the following.

- The age that most people think Scots should be allowed to vote.
- The link between Minimum Voting Age and Voter Turnout.

Your answer **must** be based entirely on the Sources above.
Further learning N5 - Read the article below then answer the question which follows.

MPS support giving 16 year olds the vote
(BBC website 24 January 2013)

Scottish 16 and 17-year-olds could soon be voting on the future of their country. MPs have voted in favour of a proposal to lower the voting age in all UK elections from 18 to 16. A backbench motion calling for the change was passed by the Commons by 119 to 46, a majority of 73. However, the result is not binding on the government - the Conservatives are opposed to the move. Lib Dem Stephen Williams, who championed the debate, said cutting the voting age would be a "vital step in the renewal of Britain's democracy".

The Bristol West MP claimed there was widespread support among Parliamentarians and youth charities to extend the franchise to 1.5m 16 and 17-year-olds. The Lib Dems promised the change in their 2010 election campaign and Labour pledged in its manifesto to give MPs a free vote on the issue. Mr Williams said: "I believe that 16 and 17-year-olds have sufficient maturity and sufficient knowledge in order to cast a vote if they want to. We don't have compulsory voting in this country so we would simply be affording the opportunity for 16 and 17-year-olds to vote if they wished." He added: "We do not have an electoral competence test for people aged 18 and above so I do not think we should apply it to people age 16 and 17 either."

The Labour Party backed the move as an "idea whose time has come". But Chloe Smith, speaking on behalf of the government said the evidence for such a change was "not clear cut". She argued that it was more important to increase registration and turnout among young people who currently do have the vote.

Signatories to the backbench motion included Labour's Fabian Hamilton and Hugh Bayley, Conservative former minister Sir Peter Bottomley, Lib Dem Julian Huppert, the SNP's Pete Wishart and Green MP Caroline Lucas. Ms Lucas argued that cutting the voting age could boost voter turnout.

But some MPs voiced reservations at the plans, including Conservative backbencher Philip Davis. The Shipley MP pointed out the age at which teenagers could be sold cigarettes had now been increased to 18. "If people aren't capable as he sees and this House sees of making the decision as to whether or not to smoke at the age of 16 when why does he think they are
capable of deciding which party should be in government at the age of 16?" he said. The Labour MP, Barry Sheerman, said he had changed his mind on extending the franchise, arguing that voting at 16 would "squeeze" childhood.

Scottish 16-year-olds are set to be allowed to vote in the referendum on independence, due in 2014. Speaking in the Commons, the SNP’s Pete Wishart said he was "astonished" so many MPs were "prickly" about the issue of giving 16 and 17-year-olds the vote.

Speaking after the debate, Stephen Williams said: "Today Parliament made history by supporting my motion to give 16 and 17 year olds the right to vote." He said it was now time for the government to act, calling for his bill - to put the motion into law - to be given a "fair hearing".

The prime minister’s official spokesman said the government has "no plans" to change the voting age.

“All MPs and all political parties are in favour of lowering the voting age to 16 years."  

Hannah Edwards

Question

To what extent is Hannah Edwards selective in her use facts?

Clues:
1. Find information in the passage to prove she is correct in what she states.
2. Find information in the passage to prove she is incorrect in what she states.
3. Overall, do you think she is totally correct, mainly correct, mostly incorrect or totally incorrect? Give one reason for your overall decision.

Homework 3 - Complete for next lesson

- Identify one law that affect young people in Scotland that you would like to change
- Write down at least two reasons why you would like to change this law
- You should write your homework up as a speech
- You are going to deliver your speech in class next lesson
- Your speech will be assessed by your teacher and the other pupils in your class
Individual Presentation - A Scottish law that affects young people that I would like to change

You are going to deliver a two minute presentation on a Scottish law that affects young people that you would like to change. In your presentation you should:

- Identify one law that affects young people that you would like to change
- Give at least two reasons why you would like to change this law

Individual Presentation: Success Criteria

Your teacher and the class are going to judge your presentation A – D. The criteria are as follows:

A – Clearly identifies law affecting young people to be changed; gives at least two well explained reasons why the law should be changed; provides a range of relevant examples to support their view; spoken very clearly and with confidence (N5 A).

B – Identifies law affecting young people to be changed; gives two reasons to explain why law should be changed; provides at least one example to support view; gives reasonably clearly and confidently spoken (N5 B).

C – Identifies law affecting young people to be changed; gives two limited reasons why the law should be changed; not very clearly or confidently spoken (N5 C).

D – No presentation provided or presentation not made.
The Scottish Police Service

From April 2013 there will be a single police force for Scotland - The Scottish Police Service. The role of the Scottish Police Service is to:

• To protect people and property
• To maintain public order
• To stop people breaking the law and to arrest and bring to court those who do
• To help people who are in trouble or who need information and advice

Within the Scottish Police service there are specialist branches including dog handling, drug division, traffic division and CID (detective division). Your teacher will show a short video on the police: BBC - Learning Zone Class Clips - Functions of the police - Citizenship and Modern Studies Video

The powers of the police: arrest

If you have committed a minor offence, such as not paying your fare on a bus, the police may take your name and address and you may receive a summons. A summons is a document that demands you appear in court. If you are suspected of a more serious offence, the police may wish to make further investigations and you may be arrested.

The police do not have the general power to arrest people, they must have reasonable grounds to suspect that someone has committed an arrestable offence or is going to do so. Arrestable offences include:

• All serious offences such as murder, rape, robbery, burglarly, theft and offences related to drugs

• Less serious offences, such as violent disorder, causing criminal damage, indecent assault, taking a motor vehicle without the owner's consent and having alcohol at a football match

• individuals can also be arrested for 'non-arrestable' offences, such as carrying a knife, if you refuse to give your name / address, give false details or if you have no address, so you cannot be summoned.
Being stopped and searched

The police do have the power to stop and ask for your name and address. They can ask you where you are going and where you have been. This mostly happens late at night.

The police do not have the general power to search you. They can, however, search you and your bag if they have grounds for suspecting that they will find stolen or prohibited articles. They can also search you if they believe you have drugs in your possession. If you are searched keep calm, if you start to shout and swear you might find yourself arrested for a more serious offence.

Policing the Police

The police have to abide by the law just like everyone else. The police are regulated by a special set of guidelines and people can make a complaint against the police if they feel they have overstepped their powers e.g. have made a false statement against them. Complaints against the police are followed up by the Scottish Police Complaints Commissioner.

Heading: The Police and their powers

1. Copy out the duties of the police on page 41.

2. Draw a spider diagram to show the specialist branches of the police force.

3. What is a summons?

4. Describe two sorts of offences that may lead to a person being arrested.

5. "The police have the right to stop and search you whenever they want."  
   
   Graeme McKenzie

   Do you agree or disagree with the view of Graeme McKenzie. Explain your answer.

6. Give two examples of where the police can stop and search someone.

7. Explain why you should keep calm if you are searched.

8. Who follows up complaints against the police?
Extension (N5) - What happens if you are arrested?
Read the article below then answer the question which follows.

If you are caught breaking the law, this is what is likely to happen to you:

- You will be questioned by the police. If they have reasons or evidence to suspect that you have committed an offence, they could arrest you.
- You will then be taken to the police station. The officer who arrested you will stand before the custody officer, in your presence, and will explain why you have been arrested.
- If the custody officer decides that your arrest is trivial you will be allowed to go without charge.
- If you are under 18, the police must inform an 'appropriate adult', usually your parent or guardian, that you have been arrested. The appropriate adult must be with you when you are interviewed, except in urgent cases. The adult must be with you if are cautioned, asked to sign any documents, asked to consent to being identified, or charged.
- If you are charged with a serious offence, the police can take your fingerprints and photographs without your permission.
- You are entitled to free legal advice at the police station, from your own solicitor, a local solicitor or the duty solicitor who attends the station.
- You have the right to remain silent but this is no longer an absolute right. In certain circumstances, if the case comes to court the judge can comment on the fact that the suspect remained silent during police questioning.
- If you have been charged with a serious crime, you will be released on police bail or held in custody until you are taken to court. If the offence is not serious, you will be given a formal warning, provided you admit the offence. A record of your admission is kept at the police station, and may be consulted in future.

“Everyone arrested by the police will be charged. Young people can only be interviewed in the presence of an adult. The police can take your fingerprints without your permission. Everyone charged with a serious crime is kept in custody.”

Laurie Strachan

Using only the information above, explain why Laurie could be selective in her use of facts. (Remember - Take each sentence one at a time and say whether Laurie correct or incorrect. Finish by saying to what extent she is correct.)
Collect a copy of the textbook “Social Issues in the UK N4/5”. Read pages 98-103.
Lessons 24 – Learning Intentions (Pupils should be able to):

- Explain the role of community-based police officers

Community Police Officers

Although the police have many different roles and specialist branches, the most effective policing depends on police officers knowing and having the trust of the communities they serve. With this in mind, some police officers are appointed as community-based police officers such as PC Frank Sturrock (pictured) who is a community-based police officer for the West end of Dundee.

Groupwork: Effective questions – Interview with community-based police officer

You teacher has invited the local community-based police officer to the school. The class decide to ask the local community police officer some questions. Here are two questions that the class decide to ask:

A. What is the role of a community police officer?
B. How long have you been a community police officer?

1. Which of the two questions (A or B) is the better question? Your group should give a reason for their choice.

2. You wish to find out about the role of a community-based police officer. Look at the following examples of questions and try and work out why they are not good questions to ask a community. Use the information below the questions to help you with you answers.

Questions:
  a. What football team do you support?
  b. What was the name of the last person you arrested?
  c. Why did you become a police officer and do you think young people should become police officers when they are older?
  d. Being a police officer is horrible isn’t it?

Problems with questions:
  a. Double question which should be two separate questions
  b. Not relevant to what aiming to find out
  c. Question not put in a fair and balanced way
  d. Asks for private or confidential information.
3a. Each member of the group should now make up three questions of their own.

b. Once each member of the group has made up their questions, they should ask their questions to a member of another group. Write down the feedback that the person gives about their questions.

4. Back in your group, look at the following statements and decide which two are advantages of interviews as a way of finding out information and which two are disadvantages of interviews as a way of finding out information.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. It is not easy to arrange a time and place to hold an interview.</td>
<td>b. Extra questions can be asked to find out more information.</td>
<td>c. If a question is unclear an explanation can be given to help someone who is being interviewed understand.</td>
<td>d. The person who is interviewed may give only one side as a response.</td>
</tr>
</tbody>
</table>

5. Apart for interviewing a community-based police officer, name two other ways you could find information about the role of a community-based police officer. For both the alternative ways of finding information about community-based police officers, say why there are good ways of finding information.

6. You decide to find out more about community-based policing. Write down two possible further research questions that could be asked on community-based policing.

**Extension – Police Community Support Officers**

Police Community Support Officers are members of support staff employed, directed and managed by the police. They will work to complement and support regular police officers, providing a visible and accessible uniformed presence to improve the quality of life in the community and offer greater public reassurance. PCSOs are not replacement police officers but are there to address some of the tasks that do not require the experience or powers held by police officers, which often take officers away from more appropriate duties.

**Are they like special constables, traffic wardens or local authority neighbourhood wardens?**

Just as PCSOs are not the same as police officers, they are not the same as special constables, traffic wardens or local authority wardens. They are a unique role designed purely to tackle local anti-social behaviour and issues affecting the quality of life. Police forces will continue to use special constables who have the same powers as police officers. While PCSOs will be
providing a visible and regular patrol, unlike neighbourhood wardens, they are employed by the police and have some powers provided by an Act of Parliament to allow them to directly tackle some anti-social behaviour issues.

What do police community support officers do?

The primary purpose of police community support workers is to improve the community and offer greater public reassurance. In support of regular police officers they will work within a targeted patrol area to provide a visible and accessible uniformed presence; work with partners and community organisations to address anti-social behaviour, the fear of crime, environmental issues and other factors which affect the quality of people’s lives. For example, reporting vandalism or damaged street furniture, reporting suspicious activity, providing crime prevention advice, deterring juvenile nuisance and visiting victims of crime.

Where will they work?

Police community support officers will work in a range of locations that may include areas or streets experiencing particular problems. They will have radios and have access to all appropriate police information systems.

What powers will they have?

All PCSOs will have the following powers:

- Issuing of fixed penalty notices (e.g. riding on footpath; dog fouling; litter)
- Power to confiscate alcohol and tobacco
- Power to demand the name and address of a person acting in an anti-social manner
- Power of entry to save life or prevent damage
- Removal of abandoned vehicles

How can they be effective without full police powers?

PCSOs are not police officers. A major part of the work of PCSO’s involves tasks that when undertaken by police officers do not require them to resort to using their full police powers. All PCSO’s will be given full training to enable them to take appropriate action in the event of difficult circumstances. They will be supervised by police officers and will have radio access to enable them to call for assistance should it be required.

“Police community support workers have less power than regular police officers. Their main aim is to arrest criminals. However, police community support officers also do many other jobs. Police community support workers do not receive any training, they learn on the job.” - Natasha Inglis

Give two reasons to support the view of Natasha Inglis and two reasons to oppose the view of Natasha.
Lessons 25 - Learning Intentions (Pupils should be able to):

- Describe the different types of courts in Scotland
- Explain the different powers, roles and disposals available to different courts in Scotland

Scottish Courts

There are three types of criminal courts in Scotland. Each deals with certain types of crimes, has fixed powers of punishment and operates in its own way.

<table>
<thead>
<tr>
<th>Types of Crime</th>
<th>Maximum Sentence</th>
<th>Who decides?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious: murder, rape, robbery</td>
<td>Life imprisonment or unlimited fines</td>
<td>Jury</td>
</tr>
<tr>
<td>Serious and minor offences e.g. theft &amp; serious driving offences</td>
<td>Jail sentence of up to two years or unlimited fine (if Jury Court)</td>
<td>Jury (or in some cases Sheriff alone)</td>
</tr>
<tr>
<td>Minor offences: failure to pay fines, minor assaults, thefts, etc.</td>
<td>Jail sentence of up to 60 days imprisonment and fines</td>
<td>Justice of the Peace</td>
</tr>
</tbody>
</table>

Procedure in the High Court

Cases held in the High Court are held before a judge and a jury. At an earlier hearing, the charges were read out and the accused was asked to plead guilty or not guilty. If the plea is guilty the judge may pass sentence there and then. If the plea is not guilty, a trial is organised for a later date.

At the trial, the prosecution and the defence make speeches, produce evidence and call witnesses. The judge then sums up the case to the jury and advises them on points of law relevant to the case. The jury discuss the case in private, which can last several days in complex cases, then return to the court to announce their verdict.

If the verdict is guilty, the judge sentences the accused. If the accused is found not guilty or the charge is 'not proven' (this means the jury suspect a person's guilt but the prosecution have not proved this beyond doubt), he or she is discharged, and in principle, cannot be tried for the same offence again.
Trial by Jury

A jury in Scotland consists of 15 adults chosen at random. You may well be called upon to be a juror one day. Jurors are not paid for their work but can claim expenses such as loss of earnings.

Members of the jury must be between 18 and 70 years of age. Certain people do not have to do jury service, these include ministers of religion, lawyers and police officers. You cannot sit on a jury if you have been on probation within five years or have been sentenced to prison, a detention centre or undertaken community service within the previous ten years.

Trial by jury is thought to be a strength of Scottish Law. However, some people have asked whether some of the cases that go before juries might not be better dealt with by judges. One reason for this is the cost. Jury trials cost thousands of pounds and it would be cheaper if judges decided. However, others believe that trial by jury is a basic human right which gives people a fair trial.

Heading: Scottish Courts

1. Look at the table on page 47 then answer the questions below. Which court:

   i) Deals with serious offences
   ii) Can give a maximum of two years imprisonment
   iii) Has a Justice of the Peace who decides
   iv) Allows the judge to give a sentence of life imprisonment
   v) Deals only with minor crimes

2. Heads and tails. Match the correct heading with its correct tail.

   A judge... ... tries to find the accused guilty.
   The jury... .... is in charge of the court.
   The defence... ... decide if a person is innocent or guilty.
   The prosecution... ... tries to get the accused off.

3. Why do you think each of the following people do not complete jury service:

   i) Police officers
   ii) People over 70
   iii) People with recent criminal records
4. Provide one argument for and one argument against trial by jury.

Role Play – Scottish High Court

The class is going to act out a Scottish High Court trial. To take part in the role play there will be need to be:

- A judge
- A jury (size will depend on number of people in class)
- A defendant (someone charged with an offence)
- A lawyer for the defence
- A lawyer for the prosecution
- Witnesses for the defence and prosecution

Scenario: The accused has been charged with shoplifting. They have pled not guilty at an earlier hearing. When caught by the police the accused had no stolen goods in their possession. The accused, it was claimed, had run from the shop after being spotted shoplifting by a store detective. The accused does have one previous conviction for shoplifting but this is not known to the jury. The accused claims to have an alibi at the time and a witness to back this up – a personal friend. CCTV is unclear but does show a man of similar build and height to the accused running from the store. Two witnesses weren’t absolutely sure the shoplifter was the accused.

Lessons 26 – Learning Intentions (Pupils should be able to):
- Explain the different verdicts that can be given in Scottish courts

Verdicts in Scottish Courts

Collect a copy of “Social Issues in the UK”. Read pages 105 to 108. Complete the activity on page 108.

Extension - Sentencing

Judges have to decide the punishment for someone who is convicted of an offence. The punishment is called a sentence or a disposal. There are various kinds of sentences including:

<table>
<thead>
<tr>
<th>Idea of sentencing</th>
<th>Aim of this sentence</th>
<th>Examples of punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Retribution</td>
<td>To make the offender reflect on their crime</td>
<td>Sentence proportionate to crime e.g. life in prison for murder</td>
</tr>
<tr>
<td>2. Protection of the public</td>
<td>To protect society by making an offender incapable of further offences</td>
<td>A long prison sentence for dangerous offenders</td>
</tr>
<tr>
<td>3. Deterrence</td>
<td>To put off the offender from re-offending and to put off others from committing crimes</td>
<td>Prison sentences and heavy fines</td>
</tr>
<tr>
<td>4. Rehabilitation</td>
<td>To change to the offenders behaviour</td>
<td>Prison or an alternative that that aim to change offend</td>
</tr>
<tr>
<td>5. Reparation</td>
<td>To compensate the victim</td>
<td>Compensation orders</td>
</tr>
</tbody>
</table>

When a sentence is given to an offender the judge has to take account of all of the above. In your groups, decide which of the following sentences should be given in each of the examples below. Be prepared to explain and justify your group’s decision.

1. Repeat shoplifter.
2. Offender convicted of several serious assaults, one endangering life.
4. First time offender convicted of minor assault.
5. Terrorist.
Murder

To be convicted of murder (or homicide) in Scotland means the accused must have intended to kill. Being responsible for the death of another person e.g. killing someone in a fight after an argument is not necessarily murder. It may be that the person responsible for the killing was violent but the individual did not intend to kill the deceased. A killing such as this is known as manslaughter.

In recent years the number of people convicted of murder in Scotland has been falling (see Source 1).

A Life sentence

If a person is convicted of murder the mandatory sentence to be passed by the court is Life imprisonment. However, a Life sentence in Scotland does not necessarily mean that a convicted murderer will spend the rest of their life in prison. Instead, someone convicted of murder must spend a period of time in prison (the ‘punishment part of a sentence’) as determined by the trial judge before they can be considered for supervised release. Once this period of time has been served, the offender may be released on licence subject to a favourable recommendation form the Parole Board and at the discretion of the Scottish Justice Secretary. The offender remains on licence for the rest of their life and may be recalled to custody for breaching the terms of their
licensure. The average time spent in prison by prisoners being released on life licence is currently around 13 years.

Is Scotland a violent place to live?

Although the number of homicides in Scotland has been falling in recent years, 90 people were murdered in this country 2012. Compared to many other developed countries Scotland's murder is high as shown in Source 2. However, Source 2 is from 2009 which makes it a dated source of information.

Source 2 - Homicide rate for selected countries 2009

![Bar chart showing homicide rates for various countries, with Scotland highlighted.](source.png)

Source: Parliament of Canada, 2009

**Heading: Murder and life sentences**

1. Explain the difference between murder and manslaughter.

2. Describe the trend in murders in Scotland in recent years. Provide statistics to improve your answer.

3. Think carefully. Give one reason why Source 1 might be seen as a reliable source of information. (Clue: look at where the Source came from).

4. Think again. Can you explain why the number of people accused of murder (120) is greater than the number of people found guilty of murder (90)?

5. “Someone convicted of murder in Scotland will be given a life sentence. A life sentence, on average, is 15 years in prison. The punishment part of life sentence is determined by the trial judge.”

Claire Quinn
Choose one sentence from what is said by Claire and which is exaggerated. Give one reason for your answer.


a. What conclusion can be drawn about Scotland's homicide rate compared to other developed countries? Give statistics to improve your answer.

b. Explain why Source 2 is not as good a source of information as Source 1. Make two points in your answer.

Extension - Number of killings in Scotland falls

Most cases of murder happen in the home, with a street or footpath the next most common crime scene. Men are far more likely to be killed and those accused of the killings are also very likely to be men. Of the 124 people accused of homicide in 2011/12, 115 were men and only nine were women. A knife or other sharp instrument was the most common method of killing - five victims were shot dead, one was strangled, one drowned and one was poisoned. Deadly attacks by strangers are rare. Only eight victims were killed by a stranger although in six cases the relationship between accused and victim was unknown.

Alcohol continues to play a significant role in violent deaths. In 42 of the 86 "solved" cases rage or fight was given as the main motive; jealously, revenge or feud was cited in 10 cases. The motive was sexual in two cases and financial in eight. Insanity was given as the motive in five cases. The motive was different or unknown in 19 cases.

In common with previous years, the figures showed most victims knew their killer. The killer was an acquaintance of the victim in 60% of solved cases, while partners or ex-partners accounted for 14% of the deaths.

Question

"Most cases of homicide involve men, knives, fights and were between people who knew each other." Matthew Carson

What information is there to support the view of Matthew Carson? Make four points.
The Death Penalty

Capital punishment or the death penalty was abolished in the UK in 1965. Except for Belarus, all but one country in Europe (48 of 49) have abolished the use of the death penalty. Across the world, 90% of the world's countries no longer execute with more than half (51%) having abolished the death penalty.

The United States and the Death Penalty

The United States stands out from most of the rest of the world's developed countries in retaining the use of the death penalty. However, the death penalty is not used in every part of the USA. In the US, there are 50 States (e.g. Florida) and each State has the right to decide for itself whether the death penalty can be used. In 2013, 33 US States retained the use of the death penalty as a punishment option but in practice not all use.

You are going to research the use of the death penalty in the USA. By way of preparation, the class should read through the information in the USA textbook and watch the television programme “Inside Death Row with Trevor McDonald”. ITV Inside Death Row with Trevor McDonald part 1 - YouTube. While completing these activities you should make notes in your jotter as this will be the only information you can use next lesson.

USA Death Penalty Assignment (20 marks)

This piece of work will be assessed by your teacher

Section 1 – Research topic hypothesis (Up to 2 marks)

A hypothesis is a statement that can be accurate or inaccurate. For example, a hypothesis could be “The UK abolished the death penalty in 1968.” In this case the hypothesis is incorrect as the death penalty was abolished in 1965. Now make up your own hypothesis about the death penalty in the USA.

Section 2 – Research methods (Up to 8 marks)
There are many ways to find out information about the death penalty in the USA including newspapers, video programmes, books and the internet.

You have used textbooks and a video clip to find out about the death penalty in the USA. As a way of finding out information, textbooks and video clips can have both advantages and disadvantages.

a) Explain why your teacher chose USA textbooks and the video programme as the two sources of information for this assignment.

b) Give two advantages and two disadvantages of:

   i) Textbooks as a way of finding out information.
   ii) Video programme as a way of finding out information.

   c) i) Describe one other way you could find information for your assignment on the death penalty in the USA.

   ii) Explain why this may be a better way of finding information than either textbooks or the video programme.

Section 3 – Research Findings (Up to 6 marks)

You should use your notes from the video clip and information from the textbook to write up the main findings of your research. In this section you must refer to your notes from the textbook and the video clip.

Section 4 – Research Conclusions (Up to 4 marks)

i) What conclusions have you reached about the death penalty in the USA?
ii) Was your hypothesis accurate or inaccurate?
Lesson 30 – Learning Intentions (Pupils should be able to):
- Describe the way the Scottish Children’s Hearing System works

The Children's Hearing System

The Children’s Hearing System has been in operation in Scotland since 1971. It deals with children whose situations may require intervention, either because they have offended, or because they have been offended against. It has taken the majority of children out of the court system. Hearings are held in front of members of the Children’s Panel.

Read pages 115 and 116 in “Social Issues in the UK”.

Questions

1. Give three reasons to explain why a person under 16 years of age may appear at a children’s hearing.

2. “All young people under 16 years who commit an offence will appear before a panel at a children's hearing.” Paul Dye

Explain why Paul Dye could be accused of exaggeration.

3. What is the most important aim of a children's hearing?

4. Apart from the child, which other people may be involved in a children’s hearing? Give two examples.

5. What might be included in a ‘Supervision Requirement’? Make two points.

6. What important power was given to children’s hearings in Antisocial Behaviour Act (2004)?

Extension - Role Play

Complete the role play activity on pages 117 and 118 of “Social Issues in the UK”.

Issue Crime and Law N4/N5 Homework 4
Lesson 31 - Learning Intentions (Pupils should be able to):

- Explain the role of Criminal Justice Social Work service

**Criminal Justice Social Work**

In court, if the accused is found or pleads guilty, it is important that the Judge, Sheriff or Justice of the Peace (JP) has relevant information on the defendant before passing sentence. Information on the defendant's background, physical and mental health and any previous involvement in the criminal justice system will be considered (as well as the circumstances of the offence) to ensure any punishment is fair. In Scotland, in most court cases, it is the local authority's Criminal Justice Social Work (CJSW) department which gathers and presents information to judges, sheriffs and JPs.

**Criminal Justice Social Work** provides the following services:

- where required, writing reports to help judges, sheriffs and JPs make sentencing decisions

- supervising offenders placed on Community Payback orders, Drug Treatment and Testing Orders (DTTO’s) and post custody supervision e.g. parole

- a supported accommodation unit for offenders who require extra levels of supervision in order to successfully complete their orders in the community

The primary aim of the service is to help offenders address their offending behaviour and thus reduce the risk of re-offending.

**Heading: Criminal Justice Social Work**

1. Before passing sentence, what type of information would a judge, sheriff or JP consider? Make three points.

2. Describe the services provided by Criminal Justice Social Work.

**Group activity - Recommendations for sentencing**

Your teacher will divide the class into four groups. Each group will review the following case studies and decide which of the sentences would be most appropriate in each case. At the end of the period, the teacher will select an individual from each group to report back to the class on their choice of sentence and the reasons for their choices.
### Case Studies

**Case Study 1:** John is 36 years old. He has several previous convictions for theft and has spent 3 months in prison although that was over 10 years ago. He was arrested and convicted after trial on this occasion of being found on a building site with intent to steal. John lives alone. He has a history of drug use. He is unemployed and has few qualifications. He has received counselling for depressions and mental illness.

**Case Study 2:** Kerri is 19 years old. She has no previous convictions. Kerri pled guilty to supplying a small amount of cannabis. She is a drug user herself. Kerri has recently left home and has no job. Her school reports show high levels of absence and several exclusions.

**Case Study 3:** Alan is 24 years old. He has several minor convictions for possession of drugs, theft, breach of the peace and one minor assault. Alan pled guilty to a charge of drunk driving and after trial, possession of cannabis with intent to supply. Alan has a college diploma and recently started a job with a distribution company. Alan does not use drugs but admits to excess drinking at the weekends. Alan lives with a partner and has a young child.

**Case Study 4:** Sean is 18 years old. He has several convictions for vandalism, breach of the peace and minor assault. Sean pled guilty to four charges on this occasion including an ASBO breach (away from home Saturday night), possession of stolen goods (an iPhone) and damage to property (graffiti on local shops). Sean has applied for college and he lives with his mum. His mum is unemployed and has threatened to throw him out. Sean has a poor school record with several exclusions. Sean's older brother and father have both spent time in prison.

### Sentence recommendations:

1. One year Supervision Order with additional DTTO.
2. Supported accommodation, payback order and 40 hours community service (unpaid work) plus a two year Supervision Order.
3. Fine of £400 and 50 hours of community service (unpaid work).
4. Community service and DTTO.

Your group may decide to change one of the above possible sentence recommendations if everyone in the group agrees. If there is time, your teacher may ask to write your group's recommendations in your jotter.
Lesson 32 - Learning Intentions (Pupils should be able to):
- Better interpret a range of statistical information to make a decision and justify

Decision Making (N4) Your teacher will work through this example with the class.

Study the information below then answer the question which follows.

You are an adviser to the Scottish Government. You have to decide whether the Scottish Government should increase the legal age for buying alcohol to 21 years or keep the legal age for buying alcohol at 18 years.

**Option 1 - Increase the legal age for buying alcohol to 21 years**
- Many young people are irresponsible in their teenage years and drink far too much.
- Teenagers’ bodies cannot cope with the effects of alcohol as they are not fully developed.
- Anti-social behaviour by youths is a big problem for the police.

**Option 2 - Keep the legal age for buying alcohol at 18 years**
- Most 18-21 year olds are responsible and don’t get involved in anti-social behaviour.
- Most young people are in favour of the legal age for buying alcohol being 18 years.
- The owners of some shops and bars think they will lose money if the legal limit changes.

**Factfile on Alcohol**
- The number of cases of anti-social behaviour by teenagers reported to the police is increasing.
- Some people regret the bad behaviour caused by alcohol during their teenage years.
- Most incidents of anti-social behaviour are committed by people aged 13-17 years.
- The number of under-18 year olds admitted to hospital with alcohol poisoning is rising each year.
- A newspaper survey showed that 61% of young people favour no change in the legal age for buying alcohol.
- Many small local shops make a large percentage of their profit from alcohol sales.

Using the information above, you must decide whether the Scottish Government should increase the legal age for buying alcohol to 21 (Option 1) or the Scottish Government should keep the legal age for buying alcohol at 18 (Option 2).

Give two reasons to support your choice. In your answer, you must link the option you choose to the information in the Factfile on Alcohol.

Your answer must be based only on the information above. (4 marks)

Your teacher will now issue N4 pupils with another question(s).
Decision Making (N5) Your teacher will work through this example with the N5 pupils in the class.

Study Sources 1, 2 and 3 below and on the next page, then answer the question which follows.

You are an adviser to the Scottish Government. You have been asked to recommend whether the Government should introduce automatic custodial sentences (prison or detention centre) for any person found carrying a knife in public.

Option 1 - Introduce automatic custodial sentences for people found carrying knives in public.

Option 2 - Do not introduce automatic custodial sentences for people found carrying knives in public.

SOURCE 1 - Facts and Viewpoints

The Scottish Government is considering a petition which would mean that any person carrying a knife would be given a mandatory custodial sentence. This would mean that possession of such a weapon would automatically result in the offender being sent to prison or detention centre.

- Community groups have called on the Government to take action to deter young people from carrying knives.
- 1200 offenders were sentenced for possession of a knife between 2004 and 2009, but only 314 were given custodial sentences.
- Scottish Prisons reported that as a result of overcrowding, offenders were not serving their full sentence and were being released early. Automatic sentences may make this problem worse.
- In 2009, one in five people convicted of carrying a knife in Edinburgh had previously been charged for a similar offence.
- Some young people carry a knife for their own self-defence as they are worried about their own personal safety when they go out.
- 30% of young people thought that introducing tougher sentences would reduce knife crime; 53% thought that community sentences were an appropriate punishment for young people found carrying a knife.
- Judges in Scotland think that they should be able to consider the personal circumstances of each case before sentencing.
- A custodial sentence can have a huge impact on the future of young people convicted.
- The number of people sent to prison for carrying a knife in public fell to a five year low in 2008 because only one in three offenders were jailed.
SOURCE 2 - Crime Statistics for Scotland

<table>
<thead>
<tr>
<th>Year</th>
<th>Total number of murders</th>
<th>% of murders with knives</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003/2004</td>
<td>108</td>
<td>51%</td>
</tr>
<tr>
<td>2004/2005</td>
<td>137</td>
<td>53%</td>
</tr>
<tr>
<td>2005/2006</td>
<td>93</td>
<td>37%</td>
</tr>
<tr>
<td>2006/2007</td>
<td>120</td>
<td>45%</td>
</tr>
<tr>
<td>2007/2008</td>
<td>114</td>
<td>48%</td>
</tr>
</tbody>
</table>

SOURCE 3 - Number of recorded crimes of carrying a knife in Scotland

SOURCE 4 - Viewpoints

We need to tackle knife crime which is a problem in many of our communities. People in my area are extremely worried and they are demanding that the penalties for carrying knives are much tougher. Many people won’t leave their houses because they are frightened of young people roaming around in gangs. We must send out a strong message to troublemakers who go out looking for a fight. Many of these individuals have been charged before but this has had little effect on their behaviour. If people know they will be sent to prison, they will be deterred from carrying a knife in the first place.

Nicole Melville

Locking up people who carry knives is not the answer to tackling this problem. Many young people who carry knives are not criminals. They carry knives because they are scared for their own safety. Sending young people to prison will only teach them how to commit more crimes. They will get caught in the vicious cycle of offending as they will have a criminal record which makes it difficult to get a job. More work needs to be done in communities working with young people. The carrying of knives is actually decreasing, another reason why this proposed automatic sentencing is not necessary.

Stephanie McGregor

You must decide which option to recommend to the Scottish Government, either introduce automatic custodial sentences for people found carrying knives in public (Option 1) or not to introduce automatic custodial sentences for people found carrying knives in public (Option 2).

Using Sources 1, 2 and 3 above and opposite, which option would you choose? Give reasons to support your choice. Explain why you did not make the other choice. Your answer must be based on all the Sources. (10 marks)

Your teacher will now issue N5 pupils with another question(s).
Lesson 33 - Learning Intentions (Pupils should be able to):

- Explain the aims of prisons in Scotland
- Describe the different types of prisons in Scotland

The Scottish Prison Service (SPS) Aims:

1. To protect the public by maintaining secure custody.
2. To humanely care for offenders.
3. To reduce re-offending.
4. To offer value for money for the taxpayer.

Scottish Prisons

There are 16 prisons in Scotland but they are not all the same. For example, there are different prisons for men and women. Most prisons such as HMP Perth hold a mixture of long and short-term adult male offenders from those serving life sentences to those on remand (held waiting for trial). Other prisons such as HMP Aberdeen largely hold short-term offenders. There are special prisons for women (HMP Cornton Vale) and for young offenders (HMP Polmont) aged 16 to 21 years. Two prisons, HMP Kilmarnock and Scotland’s newest prison HMP Addiewell, are privately operated. Finally, HMP Castle Huntly is Scotland’s only ‘open prison’ where low risk, long-term offenders complete the final part of their sentence.

Changes to Scottish Prisons

Originally prisons were built as places of punishment where prisoners had few rights and beatings were an accepted part of the system. Over the years attempts have been made to improve prisons. Gradually, offenders were allowed to mix more regularly with other prisoners and beatings were stopped. Prisoners were given better clothes, accommodation and food. They were given the chance to exercise and take education. Around 50 years ago open prisons were introduced. The aim of prisons began to change from punishment to education.

Today’s prisons are still very strict. Offenders have little privacy and no freedom. The restrictions on offenders’ lives are many although modern prisons allow outside visitors and encourage offenders to educate themselves. For example, there are creative writing classes and writers can come in to help offenders to develop their talents. The idea is that when offenders are
released they will have the knowledge and skills to enable them to find work outside and so not re-offend.

Your teacher will let you see a short piece of video on HMP Barlinnie. Barlinnie - a day in the life - YouTube

Heading: Prisons

1. a) What are the aims of the Scottish Prison Service (SPS)? Make four points. 
   b) Explain why the SPS has two of the above aims.

2. a) Describe the different kinds of prisons in Scotland.
    b) For what reasons are there different kinds of prisons? Make two points.

3. Describe the improvements there been in prisons. Make two points.

4. What difference is there in the aim of prisons today compared to the past?

5. Explain why modern prisons encourage offenders to get an education.

6. Read the two views below then answer the question which follows.

<table>
<thead>
<tr>
<th>Prisons Too Soft</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prisons today are like holiday camps. Prisoners are often out of their cells, they can play sport, watch television and the latest videos and take part in theatre productions. There are even open prisons where prisoners are trusted! Prisons should punish offenders. This would reduce the number of crimes.</td>
</tr>
<tr>
<td>Lucy Cattigan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prisons Should Educate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Despite improvements in prisons, they are still awful places. Prisoners have little privacy and no freedom. The aim of prisons should be to teach prisoners not to re-offend. Evidence shows that where prisoners are given education and advice, they are less likely to commit crimes again.</td>
</tr>
<tr>
<td>Sarah O’Brien</td>
</tr>
</tbody>
</table>

Lucy and Sarah have different views on prisons. What are two of these differences? Use only the information given above.

Scottish Prisons - Do they achieve their aims?

The Scottish Prison Service (SPS) has four main aims: to secure offenders in custody; to humanely care for offenders; to reduce re-offending on release; and to provide value for money for taxpayers. To what extent do prisons in Scotland meet these aims?

Securing offenders in custody

Very few prisoners escape from Scottish prisons. With highly trained staff and modern security systems the chances of escape are minimal. However, there are, on occasion, media reports of prisoners absconding from Castle Huntley open prison. However, absconding or failing to return to prison is not the same as escaping. The SPS, therefore, is effective in keeping offenders in prison.

Care of offenders

The SPS has a duty of care to offenders. This means that prisoners should be treated in a humane manner. In prison, offenders are properly fed, clothed and kept clean. They are provided with medical care when required. Offenders are also given the chance to undertake meaningful employment, to gain education and exercise. Therefore, it can be argued, the SPS do provide a humane, supportive environment for offenders to serve their sentences. Outrage over new 'comfortable' prison - YouTube

Reducing re-offending

If the SPS is largely meeting its first two aims, it is much less successful when it comes to reducing re-offending. Unfortunately, around 60% of offenders re-offend and are returned to prison within a year (See Source 1). Why is this? There are many reasons to explain high rates of re-offending including:

- Too many offenders are serving short sentences of less than 6 months. This means most are returned to their community without having their problems, such as alcohol or drug misuse, addressed.
- Scottish prisons are overcrowded and there are not enough opportunities for offenders to take up meaningful employment or education.
Value for money

Scottish prisons are very well run and highly efficient. In this sense, they do represent value for money. However, with judges continuing to send greater numbers of offenders to prison (See Source 2) the cost of running prisons has increased. Annually, the cost of keeping an offender in jail is around £30,000.

Activity - Newspaper report

You are a journalist for a Scottish newspaper. You have been asked to write a report on the extent to which the Scottish Prison Service meets its aims. Your report should be in four parts:

1. Introduction. Explain what your report is going to be about.

2. Aims of the Scottish Prison Service. What does the SPS aim to achieve?
3. Extent to which SPS meets its aims. How far is SPS in meeting its aims?

4. Conclusion. Overall, you must state whether or not the SPS meets its aims?

You may wish to draw / add a picture to your report. Your report may be completed in your jotter/on paper or if possible using the computer.

Extension - Prisoners 'watching too much TV'

(BC website 28 March 2013)

Prisoners in Scotland's jails are spending too much time watching TV instead of taking part in activities to cut reoffending. The Scottish Parliament's justice committee said inmates need more of a "nine-to-five" working routine to prepare them for work on their release. Its concerns were raised in a report into "purposeful activity" behind bars. Its

Scottish ministers say reconviction rates are at a 13-year low and recorded crime is at a 37-year low. The government has also been trying to cut reoffending with policies such as non-custodial community sentences and a presumption against jail terms of less than three months.

The cross-party justice committee, whose members visited several prisons as part of the inquiry, has called for a new strategy to ensure all prisoners get offered work, rehabilitation or education programmes. Its report said prisoners' lack of a working routine should be addressed when they are behind bars. It concluded: "The committee shares the concerns of many that some prisoners have unlimited opportunity to watch television. The committee agrees that a reasonable amount of time to watch television is fair as part of a prisoners' relaxation time. The committee recommends, however, that guidelines regarding the appropriate amount of television viewing time be included in the strategy on purposeful activities."

Justice committee convener and SNP MSP Christine Grahame, said: "There should be better access for short-term prisoners to activities and a focus on the broader range of skills which can equip a prisoner for life after release, such as basic literacy skills and family contact."

Question - Explain why the Scottish Parliament's justice committee is concerned with the amount of time offenders are watching TV.
The changing attitude to imprisonment in Scotland

Attitudes towards imprisonment and the treatment of offenders are changing in Scotland. Over the past few years, the Scottish Government and most Scottish politicians have come to think of prison as largely ineffective in rehabilitating offenders. Indeed there is some evidence that a prison sentence when given to an offender only makes them more likely to commit crime on release. (BBC News - Ex-offender Allan Weaver’s film aims to change attitudes).

A report by Audit Scotland in November 2012 called on the Scottish Government to do more to tackle re-offending. Too often, the report stated, offenders leave prison only to return there within months, convicted again because there has been little work done to address the reasons why they commit crime. It said there were a total of 1,300 different services are available for offenders in prison and in the community but it is clear what is known to be effective is not provided. The report recognised re-offending rates were coming down but with the Scottish Government estimating it costs £3bn a year it is important the position improves further.

An end to prison sentences of 3 month or less

In 2010, the Scottish Parliament passed a law which, unless there was very good reason, would put an end to prison sentences of three months or less. Although not supported by all MSPs - some MSPs retain support for short sentences and others wanted the law to end sentences of 6 months or less - the law is seen as a step in the right direction in promoting the use of alternatives to prison and to reducing prison overcrowding.

HMP Cornton Vale

Scotland’s only dedicated jail for women is to close and be replaced after it was identified as inadequate. Cornton Vale Prison will be replaced, the Scottish Government has confirmed. This is part of an overhaul of the justice system as a result of a review into female offending by a commission headed up by former Lord Advocate Dame Elish Angiolini.
Justice Secretary Kenny MacAskill said work would start immediately to identify a replacement for the Stirling jail, which would be backed by £20m of government cash. Mr MacAskill said, "Only 2% of women offenders were involved in serious violence last year, with the vast majority of them not posing a serious risk of harm to the public. Yet, the number of women offenders in prison has doubled in the last decade, despite crime falling. Many of these women are in and out of prison time and time again, often on short sentences for minor offences, and the negative effects can be seen in communities up and down the country. Many are being kept on remand when the courts do not see the need to give them a custodial sentence in the end. Re-offending rates upon release are unacceptably high, and the effects on family members can be devastating. The evidence shows that this can be a catalyst for their sons or daughters to turn to a life of crime themselves." Scotland’s only female prison Cornton Vale will be replaced in £20m move - YouTube

Heading: The changing attitude to imprisonment in Scotland

1. Give two reasons why the Scottish Government and most Scottish politicians are changing their attitude to imprisonment as a punishment.

2. “Audit Scotland has called on the Scottish Government to do more to reduce re-offending. Re-offending in Scotland costs £2bn. Too many offenders are returning to prison although the numbers are falling. There are few services available to prevent offenders re-offending.” Holly Vincent

Choose two of the sentences that are made by Holly and explain why each is exaggerated.

3. Explain why the Scottish parliament passed a law to end prison sentences of three months or less. Make two points in your answer.

4. Re-read the information on HMP Cornton Vale. Using the sentences in bold, explain the reasons why HMP Cornton Vale is to close. Refer to each of the points in bold in your answer.
5. Study Sources 1 and 2 below then answer the question which follows.

Scottish Public Opinion Survey

**Source 1 - Current use of prison in Scotland (%)**

**Q1. What is your opinion about the use of prisons in Scotland?**

![Pie chart showing opinions about prison use in Scotland.]

**Source 2 - Current use of Alternatives to Prison (%)**

**Q2. What is your opinion on the use of alternatives to prison in Scotland?**

![Pie chart showing opinions about alternatives to prison in Scotland.]

“Scottish opinion surveys show the public would like to see greater use made of prison sentences. Very few of the public want more use of alternatives to prison. 

Kirsty Bell

To what extent is Kirsty selective in her use of facts? (Remember: is she correct or incorrect and overall, to what extent is she correct?)

6. a) Conduct a quick survey of the class using the two questions in Question 5.

b) What differences (if any) were there between your survey results and those of the Scottish Public Opinion Survey?

c) If there was a difference between your results and those in Scottish Public Opinion Survey, can you explain this difference? You may have to ask a classmate or your teacher to answer this question
Extension - Newspaper report
(Daily Record 1 February, 2012)

A £140 million super-jail to replace two of Scotland’s oldest prisons has been likened to “a five-star hotel”. HMP Grampian will replace the grim Victorian jails at Peterhead and HMP Craiginches in Aberdeen. It will be built on the current site of Peterhead prison.

Aberdeenshire councillor Albert Howie backed the blueprint for the 500-cell jail but added, “It looks like a five-star hotel - with no bars on the windows. A prison should be somewhere that if you’re in once, you don’t want to go back. You don’t make it a place where you want to revisit - there’s a balance to be struck. It seems that in a lot of prisons there are a lot of repeat offenders coming back.”

Demolition of Peterhead prison is expected to begin shortly with construction of the replacement starting in 2012. HMP Grampian has been billed as unique because it will house all types of offenders including men, women and youths, who will be segregated in the jail. There will also be a community reintegration unit, a garden, a playing field and allotments.

Questions

1. Do you agree or disagree with the view of Albert Howie on the planned design of HMP Grampian? Explain your answer.

2. In what ways will HMP Grampian be unique? Make two points.
Lesson 36 - Learning Intentions (Pupils should be able to):
- Compare incarceration rates in Scotland with other countries.
- Describe prison conditions in one American prison.

Comparing incarceration rates

In most countries there is a growing awareness that sending people to prison is hugely expensive and largely ineffective. Therefore, the Scottish Government is aiming to reduce the numbers of people in prison. At the moment, Scotland has a higher incarceration (people in prison) rate than some other countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Incarceration rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>55</td>
</tr>
<tr>
<td>Germany</td>
<td>83</td>
</tr>
<tr>
<td>Scotland</td>
<td>154</td>
</tr>
<tr>
<td>England and Wales</td>
<td>155</td>
</tr>
<tr>
<td>Russia</td>
<td>519</td>
</tr>
<tr>
<td>USA</td>
<td>730</td>
</tr>
</tbody>
</table>

Does a higher incarceration rate lead to lower crime?

Some people believe that if offenders are locked up, especially for long periods, then crime rates would be lower. There is some evidence to support this view (see extension page 74) as persistent offenders, if locked up, are not in a position to commit more crime. However, the United States has one of the highest incarceration rates in the world but it also has one of the highest levels of crime among developed countries. Therefore, it can be concluded that sending more people to prison does not, by itself, reduce crime rates. (See the table below although this table relates only to murder and not all crime.)

<table>
<thead>
<tr>
<th>Country</th>
<th>Murder rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td>0.5</td>
</tr>
<tr>
<td>Germany</td>
<td>0.8</td>
</tr>
<tr>
<td>England and Wales</td>
<td>1.1</td>
</tr>
<tr>
<td>Scotland</td>
<td>1.6</td>
</tr>
<tr>
<td>USA</td>
<td>5.0</td>
</tr>
<tr>
<td>Mexico</td>
<td>18.1</td>
</tr>
</tbody>
</table>
Comparing incarceration rates

1. What aim does the Scottish Government have for the numbers of people in prison in Scotland?

2. Study Source 1 (page 71). What conclusions can be drawn about the incarceration rate in Scotland compared to:
   i) Japan and Germany   ii) Russia and the USA

3. Look at Sources 1 and 2 (page 71), then answer the following (Provide statistics to improve your answer.):

   “Sending more people to prison reduces crime rates for murder.” Ben Anderson

Provide two pieces of information to oppose the view of Ben Anderson.

Prison life in the USA

Read the article below then answer the questions which follow.

Life in America’s toughest jail, The Guardian, 1/9/2010 (adapted)

Sheriff Joe Arpaio of Arizona, calls himself "America's toughest sheriff". His fame - or his infamy - comes from his tough stance on crime and criminals, to whom he gives no quarter. He does not flinch from putting women prisoners in chain gangs, for example, and humiliates male prisoners by forcing them to wear pink underpants under their black-and-white-striped jail garb.

In "Tent City", a notorious convict camp in the Arizona desert that lacks even basic air conditioning, temperatures regularly top 130 degrees, causing no end of heat-related health problems among its internees. Arpaio once boasted that he spends more feeding his police dogs than he does on feeding his prisoners: "The dogs never committed a crime and they work for a living," he said to justify the poor quality of the food served in his jails - just a couple of reasons, perhaps, why his jail system is subject to the most lawsuits and has the highest prisoner death rates in the US.

Conditions are cramped and hot. There are toilets in the cells, but they often overflowed with sewage. It is claimed that prisoners are fed the cheapest of
food much of which is green with mould. One prisoner claimed a cockroach had crept into his food which he then swallowed. Feeling the cockroach moving around inside of him, he promptly vomited his stomach contents.

As a consequence of their treatment in prison, millions of dollars in damages have been paid out to the families of prisoners who have died in his jails either at the hands of the guards, at the hands of other prisoners, or have died of medical negligence, such as diabetics who needed their medicine.

Questions

4. Describe **three** ways Joe Arapio aims to humiliate prisoners.

5. Draw a spider diagram to highlight prison conditions in 'Tent City'. Put **six** pieces of information in your diagram.

6. **“Sheriff Arapio’s treatment of prisoners is acceptable.”** Holly Vincent

Do you **agree** with the view of Holly Vincent? Explain your answer.

Extension: Scotland’s Worst Juvenile Offender (adapted from Dundee Courier, 8/12)

A man once dubbed Scotland’s worst youth offender is back behind bars after being convicted of driving offences in Dundee. Darren Lauder McKay (28) has been described as an institutionalised criminal after first being locked up aged just 10 and having spent 17 of the past 19 years behind bars.

McKay admitted that on January 24, at Tesco South Road, he drove in the car park and in South Road while disqualified. He also admitted driving carelessly in the car park, driving on the wrong side of the road in the face of oncoming traffic. The court heard staff at the store had seen McKay’s driving on CCTV and had called the police. He was traced through a warrant at a later date.

Solicitor Michael Short told the court McKay had only been released from a four-year prison sentence two days before committing the offences and was also serving a concurrent two-year jail sentence for other matters in England. "He has spent the past 17 out of 19 years in prison. He always just gets out for a few weeks and is back in again," Mr Short said.

However, Mr Short said McKay had fallen in love since the incident and he and his partner’s newborn child had effected a big change in him. He told Sheriff Elizabeth Munro McKay had changed his life around since his first child, who is
in a high dependency unit in hospital in Newcastle after suffering difficulties shortly after birth. He said McKay was aware that custody was inevitable — but he asked that any sentence should reflect his guilty plea. He added that there was an appeal to the parole board in England for his early release, which is to be heard in December.

Sheriff Munro told McKay she would restrict the sentence to one of six months, adding that he had previously been banned from driving for seven years and she would have to increase that, disqualifying him for eight years. Darren McKay first hit the headlines as a young boy, being convicted of offences at the age of 10. By the age of 18, the notorious teenager managed to rack up a staggering 40 crimes. In 2002 a Tayside Police source said: "Darren McKay must be about the worst juvenile offender in Scotland, if not the UK. "His offending rate since he was only eight has been prolific. The only thing that stops him is the amount of time he spends behind bars." McKay is the youngest member of a notorious "family from hell" from Dundee's Douglas housing estate. His late father spent more time behind bars than at liberty and his brother Ronald has racked up more than 70 convictions. Ronald was sentenced to seven years' jail in 2007 after being convicted of an armed robbery at the Nether Inn pub in Dundee in August 2006. Sister Ashley also made the headlines when she stole £2,500 from a local bank when she was 11. She made her getaway in a taxi, giving the driver £20 for the short trip to a Dundee housing scheme and telling him to keep the change.

In 2006, Ashley's two-year-old son Lloyd was found wandering the streets of London after she had gone on holiday to Turkey, leaving him in the care of her brother Ronald. The toddler was taken into care, before eventually being handed back to his 24-year-old mother.

At one point her mother Betty tried to buy her council house in Ballindean Terrace, Douglas. She challenged the local authority in court, but they successfully obtained an eviction order while she was still a council tenant. The night before her eviction she held a trashing "party," inviting guests to bring sledgehammers and mallets to destroy her home. Betty's husband Ronald died in Perth Prison in 1992 from a drug overdose.

**Question**

1. Create a timeline to show Darren's offending behaviour since aged 10 years.

2. What do you think is the main reason for Darren's repeated offending?

3. What is your opinion of how Darren will get on in future? Explain your answer.
There has been a lot of reflection in Norway in the year following the attacks carried out by Anders Breivik. The country’s justice system has been subject to intensive scrutiny, and foreigners might be forgiven for assuming that public opinion on crime and punishment had hardened. But according to the junior minister for justice, Kristin Bergersen, it has not.

It is highly unlikely that Breivik will ever set foot on the prison island of Bastoey. Norway does have solitary confinement cells and high-security wings. But although it is only one, liberal, end of a penal spectrum, the open prison where inmates wander woods, fields and beaches unhindered is still an important symbol of the Norwegian system. Indeed, to many, it is the jewel in its crown.

"Fundamentally, we believe you have to start with prisoner rehabilitation on day one," said Ms Bergersen. "Everybody knows that when you are released in Norway you can be somebody’s neighbour. It is in the public interest, when it comes to security, that you receive rehabilitation when you are inside the prison system so that you can go out and lead the life that everybody else takes for granted." Bastoey might be seen as the softest option by some. Its inmates are among the most hardened criminals. Typically, they are serving long sentences - by Norwegian standards - for the most serious crimes. Murderers and sex offenders of many different races and nationalities are expected to live peacefully together in small chalets that dot the island.

Of course, prisoners who go to Bastoey are carefully selected. Often they are approaching the end of their sentence and release. In all cases, they are individuals who have decided they could benefit from the lifestyle. "It’s difficult to say that I like being here," says Morten, a 29-year-old Danish man serving a sentence of nearly three years. "But I think if this wasn’t a prison, the Norwegian government could rent it out for holidays. You are not free, of course. If they tried to escape you would be put back in a normal prison immediately. But if people have to be in prison, this is a good place to be. You can do almost whatever you want to. You can walk around the island, play
football or hockey or go fishing. In the summer, we have our own beach and you can go there and enjoy the sun."

The atmosphere on the island does seem relaxed, almost to the point of sleepiness. An occasional prisoner in jeans and sweatshirt cycles past fields of grazing sheep. There is not a raised voice. For the prison’s governor, Arne Kvernvik-Nilsen, Bastoey is a personal project. "If this were a holiday camp for criminals, what’s the problem if I can show you the result?" he asks. The result he refers to is a 16% re-offending rate among former Bastoey inmates. It is by far the lowest in Europe, quite possibly the lowest in the world. "This island is supposed to be as much as possible like an ordinary small, local Norwegian community. This prison is in many ways the opposite of an ordinary prison. Here, as an inmate, you have to be in charge of your own life, take responsibility.

It would be hard to attack the prison on grounds of expense. Bastoey is much cheaper to run than conventional penal institutions. Its proportion of guards to inmates is much lower. At night, it is normal for four or five unarmed guards to be in charge of 114 inmates. And costs are kept down by the fact that prisoners are expected to manage so many aspects of their own lives, from rubbish collection to cooking and cleaning. One tattooed inmate asks for a moment to comb his hair and change into a smarter shirt before he is filmed giving a tour of his living quarters with a touching sense of domestic pride. Asked if he can cook, he replies: "Of course. All Norwegian men can cook." The humanising effects of Bastoey have an unnerving tendency to speak for themselves.

Now watch this short piece of video: BBC News - Norway’s self-sufficient community prison

Sub-heading: Bastoey Prison Norway

You are a reporter from a Scottish newspaper. You have been sent to Norway to write an article on Bastoey Prison. Your report should contain three sections:

Introduction – What your report will be about.

Main section headings:
- Description and explanation of prison life in Bastoey Prison
- Aims of the prison
- Success of the prison in reducing reoffending

Conclusion – Comment, based on evidence, on whether or not Scotland should think about introducing a prison system similar to Bastoey in Norway.
Lesson 38 - Learning Intentions (Pupils should be able to):

- Describe a range of alternative punishments to prison
- Evaluate the success of other punishments in reducing reoffending
- Improve ICT and presentation skills

Disposals

If a person is found guilty of committing a crime the judge or sheriff has a range of punishments or disposals that they may choose to hand down. The disposal, depending on the circumstances of an individual case, range from absolute discharge or admonition (both are where someone is guilty but it is not thought best to impose a punishment) to a life sentence.

Alternative punishments to prison - fines, electronic tagging, community payback schemes and ASBOs

Fines

A fine is usually a financial payment made to the court for less serious crimes or offences. For example, someone caught speeding in their car for the first time will most likely have their licence endorsed (stamped with penalty points) and given a fine £60 fine.

Electronic tagging

An electronic tag is a control device to restrict an individual’s movement. The tag can be used to ensure an offender is at home within certain times. Electronic tags are cheaper than sending someone to prison to control their movements.

Community payback schemes

Community payback schemes are punishments designed so that offenders put something back into the community. Projects undertaken by offenders include litter clearance, graffiti removal, repairing and redecorating community centres and environmental work such as maintaining public open spaces and churchyards. Offenders usually work as part of a team, monitored by a supervisor.

Anti-Social Behaviour Order

An anti-social behaviour order or ASBO is a restriction made against a person who has been shown to have engaged in anti-social behaviour. Introduced in 1998, they were designed to correct minor incidents that would not ordinarily
lead to criminal prosecution. The orders restrict behaviour in some way, by prohibiting a return to a certain area or shop, or by restricting public behaviour such as swearing or drinking alcohol.

**Success of alternatives to prison in reducing reoffending**

One area of debate is the extent to which the alternative punishments to prison are more effective in reducing reoffending. There are two views. Some commentators claim the alternatives to prison as a ‘soft option’ with offenders receiving little in the way of ‘real punishment’. Others view the alternative punishments to prison as being more effective in reducing reoffending as well as better value for money.

**Pair activity - ICT and presentation**

**Part A - Research**

Your teacher will divide the class in to pairs.

Each pair will research one of the alternatives to prison using the internet.

The pair will aim to produce a two slide Powerpoint presentation:

1. Description/explanation of the alternative punishment.
2. The effectiveness of the given alternative to prison as a way of reducing reoffending.

**Part B - Success Criteria**

Each pair will report back to the class. The rest of the class will give the pair a score (A, B or C) for their presentation. The success criteria for the presentation are:

A - Fully researched presentation; accurate, relevant and well-chosen information; clear and confident delivery; both pupils contribute equally.

B - Well researched presentation; accurate information; reasonably clear and confident delivery; both pupils contribute.

C - Basic presentation; some relevant information, satisfactory delivery; each pupil contributes something.

Good luck!
Restorative Justice

Restorative justice is an approach to tackling offending that focuses on the needs of the victims and the offenders instead of only “punishing” the offender. Victims take an active role in the process, while offenders are encouraged to take responsibility for their actions to repair the harm they’ve done by apologising, returning stolen goods or listening to the victim’s side of the story. Restorative justice involves both victim and offender and focuses on their personal needs. It is based on a view that considers crime to be an offence against an individual (or their community) rather than the state. Restorative justice that encourages dialogue between victim and offender shows the highest rates of victim satisfaction and offender accountability. In countries such as New Zealand or Canada, where restorative justice has been used for many years, reoffending rates amongst certain types of offenders are lower.

Watch the following video then answer the questions which follow:

[Restorative Justice - YouTube]

Heading: Restorative Justice

1. Explain what is meant by the term 'restorative justice'.

2. Describe the way in which restorative justice works.

3. What evidence is there that restorative justice reduces reoffending?

Role play - You have been the victim of a robbery. Your wallet/purse, watch and mobile phone were stolen. During the robbery you were punched twice, knocked to the ground and kicked. You were threatened with further violence if you spoke to the police as the attacker ‘knew where you lived’.

You now have a restorative justice meeting with the person who robbed you. They are only 15 years old. This was the first time they have robbed someone but they have committed theft before. The offender’s parents recently split up because dad was sent to prison for selling drugs. The offender has been in trouble at the school, has few friends and his mum (and her new boyfriend) has threatened to throw him/her out if they get into any more trouble.
Early Intervention Schemes: Kick-it Kick-off

Dundee City Council’s Kick-it Kick-off (KIKO) Project was established in October 2000, managed by a Project Leader who is responsible to a steering group comprising of representatives from Dundee City Council Education and Social Work Departments, Tayside police and Dundee Football Club. The Project supports children who were involved/at risk of involvement in substance abuse, offending behaviour, exclusion from school and looked after by the local authority. KIKO provides young people with the opportunity to train with Dundee FC and encourages continued involvement in studies. In return, the young people have to ensure that their involvement in anti-social behaviour is stopped. The Project has also acted as a model for the creation of similar projects on Glasgow, Fife and Liverpool.

Watch the following short clips of video then complete the activity that follows.

Main site:
http://resourcebank.sitc.co.uk/Resources/Miscellaneous/ScottishEducationAwards/SEA2003/SEA2003-8.html

Watch videos:
1. Introduction to Kick-it Kick-off project.
2. Collaborative Responsibility.
3. Project Benefits.
4. Changed My Attitude.
5. Closing the Gap.

Heading: Early Intervention Schemes: Kick-it Kick-off

You are newspaper journalist reporting on the Kick-it Kick-off (KIKO) early intervention project. Write a short report to explain the aims of KIKO; the way in which KIKO works; the benefits to young people of KIKO; and whether or not KIKO works in keeping young people out of trouble.