

Unit 3 Curriculum Map:- Cornerstones – Catholic – Inclusive – Broad – Knowledge Rich

Crime Scene to Courtroom

Calendar	Big Question/Theme	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Homework
<p>Summer 2</p>	<p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p>	<p>Personnel</p> <ul style="list-style-type: none"> • crime scene investigators • forensic specialists • forensic scientists • police officers/detectives • Crown Prosecution Service (CPS) • pathologist • other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue & Customs <p>Learners should have an understanding of the roles of the personnel involved and be able to evaluate their effectiveness in criminal investigations. The effectiveness should be considered in the context of potential limitations:</p> <ul style="list-style-type: none"> • cost • expertise • availability 	<ol style="list-style-type: none"> 1. What analysis might the forensic team carry out? 2. Which specialists would be involved? 3. If the tests are mixed up with another case what might happen? 4. Imagine you are one of the specialists – What could you say in court about your findings? <p>Create a forensic diagram of your hand and compare it to a partners.</p> <p>Describe the role of the police in investigating a crime. Identify the positives and negatives of this role. Be careful this is not positives and negatives of the police in general but the role they have in an investigation.</p> <p>Describe the role of the CPS when investigating a crime in your own words. Use cases and examples to illustrate what you are saying.</p> <p>Anthony Hardy was known as the Camden Ripper. The pathologist decided that one of the victims had died from natural causes even though the body had been found in a locked room in Hardy’s flat. There were blood stains on her clothes, bedding and walls. Because it was decided there was no crime the police had no right to investigate. Hardy went on to commit two more murders.</p> <p>How does this case illustrate the weaknesses of the role of the Pathologist?</p> <p>Relate to considerations of cost ie a second opinion. Expertise and availability?</p> <p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations At Least 4 for top marks. TFP</p>	<p>Research a serious case where forensic scientists gave evidence. Evaluate the effectiveness of forensic scientists in your case.</p> <p>Research the Stephen Lawrence case and the Hillsborough disaster. Outline both and explain why they are important</p> <p>The reputation of the CPS was damaged when the case of Damilola Taylor collapsed because they relied too much on the evidence of a 14 year old girl who was shown to be lying in court. Research this case and make a timeline of events.</p> <p>Using this link, research Anthony Hardy further. https://www.crimeandinvestigation.co.uk/crime-files/anthony-hardy-camden-ripper</p> <p>Research one further function of the Serious and Organised Crime Agency</p>

	<p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</p>	<p>Techniques</p> <ul style="list-style-type: none"> • forensic • surveillance techniques • profiling techniques • use of intelligence databases, e.g. National DNA Database • interview <ul style="list-style-type: none"> ○ eye witnesses ○ other witnesses, e.g. experts • observation, etc. <p>Criminal investigations</p> <ul style="list-style-type: none"> • situations <ul style="list-style-type: none"> ○ crime scene ○ laboratory ○ police station ○ 'street' • types of crime <ul style="list-style-type: none"> ○ violent crime ○ e-crime ○ property crime <p>Learners should have an understanding of the range of techniques and assess their effectiveness in a range of different types of criminal investigations.</p>	<p>Assess the usefulness of Data Bases and DNA evidence in an investigation. Remember to refer to positives and limitations in your answer.</p> <p>Assess the usefulness of surveillance evidence in an investigation. Remember to refer to positives and limitations in your answer.</p> <p>Assess the usefulness of profiling techniques evidence in an investigation. Remember to refer to positives and limitations in your answer.</p> <p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations. TFP</p>	<p>Research the murder case of Melanie Road and find out how DNA solved a 32 year old cold case.</p> <p>Imagine you are a senior officer building a case against a terror suspect. Outline how you would do this, what evidence you would gather and what investigation techniques you would use.</p> <p>Watch any criminal minds episode. Identify the stages in profiling and application of the profile to the investigation.</p> <p>Research and explain Three possible Expert Witnesses. You can use those discussed in the knowledge phase but you must explain them in more detail.</p>
<p>Autumn 1</p>	<p>AC1.3 Explain how evidence is processed</p>	<p>Types of evidence</p> <ul style="list-style-type: none"> • physical evidence • testimonial evidence <p>Process</p> <ul style="list-style-type: none"> • collection • transfer • storage 	<p>Explain the rules of evidence. Link these to why the Lizzie evidence in the Stagg case ruled inadmissible. Stagg was arrested for murder as a result of a honey trap set up by the police. Lizzie was the police officer involved.</p> <p>AC1.3 Explain how evidence is processed TFP</p>	<p>Research who is a vulnerable witness. Explain how these individuals would be viewed when it comes to giving evidence in court. Link to the rules of testimony we have been looking at.</p>

		<ul style="list-style-type: none"> • analysis • personnel involved <p>Learners should have an understanding of the different types of evidence and how they are collected and processed. Learners should explore how different types of evidence were processed through a range of case studies, e.g. Barry George, Sally Clarke, Angela Cannings, Amanda Knox.</p>		<p>Create a revision resource for AC1.3. Write two questions and a mark scheme for those questions to ask another person in class.</p>
	<p>AC1.4 Examine the rights of individuals in criminal investigations</p>	<p>Individuals</p> <ul style="list-style-type: none"> • suspects • victims • witnesses <p>Learners should consider the rights of all individuals from investigation through to appeal.</p>	<p>Consider the rights of the offender clearly indicating the legislation on which these rights rest. Consider how these uphold the Human Rights articles we discussed in Unit 1.</p> <p>Consider the rights of the victim. Link to legislation and evaluate as to why these are important. Use a case study you find yourself to illustrate what you are saying. You can use one of the cases we have already discussed in this module like the Amanda Knox case where the parents of Meredith Kercher would be considered the victims. Using your case study write a possible victim statement and remember the Ripple Theory we looked at in unit</p> <p>Consider the rights of the witness. What is the main reason it is important to protect them?</p>	<p>Identify one offense that a su would be heard in the Magistrate Court and one that would go to Crown Court. Create a picture outline of the offender including age, ethnicity, class, previous offenses and known associates. Draw a flow diagram that depicts the journey of each offender from offense all the way to appeal.</p> <p>Research what is available locally and nationally to support victims of crime.</p> <p>Complete AC1.4 Examine the rights of individuals in criminal investigations as a whole document. TFP</p>

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	<p>AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects</p>	<p>Requirements</p> <ul style="list-style-type: none"> • charging role – Criminal Justice Act 2003 • Prosecution of Offences Act 1985 • Full Code Test <p>Learners should have an understanding of the role of the CPS. Learners should explain the evidential and public interest tests in the decision to prosecute.</p>	<p>Explain the charging role of the CPS in your own words.</p> <p>AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects. Hint Use case studies. TFP</p>	<p>Using the link https://www.cps.gov.uk/about explore the CPS further and create a diagram that explains what they do and why.</p>
	<p>AC2.2 Describe trial processes</p>	<p>Processes</p> <ul style="list-style-type: none"> • pre-trial • bail • roles • plea bargaining • courts • appeals <p>Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved.</p>	<p>Explain each of the courts and link to examples of the types of cases that might be heard there.</p> <p>Explain the requirements for prosecutions to be heard in:-</p> <ol style="list-style-type: none"> 1. Magistrates Court 2. Crown Court. 3. Youth Court. <p>Explain bail and when it is and is not used using case studies to illustrate your answer.</p> <p>Ac2.2 Describe the trial process. TFP</p>	<p>Research and explain The Convention of Human Rights. What kinds of cases would be heard here? Outline one case you have researched in detail.</p> <p>https://www.gov.uk/courts</p> <p>Produce a one page outline of these.</p> <p>Research and outline two prominent cases and look at when bail was used in those. Create one A4 sheet answering this question</p>

				<p>Visit your local court in the so holidays. The court is open to public and has a public gallery. Write a one page report about your experience.</p>
	<p>AC2.3 Understand rules in relation to the use of evidence in criminal cases</p>	<p>Rules of evidence</p> <ul style="list-style-type: none"> • relevance and admissibility • disclosure of evidence • hearsay rule and exceptions • legislation and case law <p>Learners should have an understanding of how evidence is used in court.</p>	<p>AC2.3 Outline the rules in relation to the use of evidence in criminal cases. Apply this to the case of Sally Clarke who was accused of murdering her first two children. The prosecution failed to disclose that a second expert had stated her second child had died of natural causes.</p>	<p>The Criminal Justice and Public Order Act 1994. You can do this by summarising the paper found at http://library.college.police.uk/hors/hors199.pdf</p>
<p>Autumn 2</p>	<p>AC2.4 Assess key influences affecting the outcomes of criminal cases</p>	<p>Influences</p> <ul style="list-style-type: none"> • evidence • media • witnesses • experts • politics • judiciary • barristers and legal teams <p>Learners should have an understanding of the many factors that can influence the outcome of a trial and be able to assess their impact.</p>	<p>AC2.4 Assess key influences affecting the outcomes of criminal cases. Hint Use case studies and legislation.</p>	<p>Research the following cases in more detail. Would you give the same decision as the jury in the cases?</p> <ol style="list-style-type: none"> 1. In 1985 the Ministry of Defence official Clive Ponting was tried for passing secret papers about the Falklands War. He was an MP, but acquitted when he argued the leak was in the public interest. 2. R v Wang Regina v Wang is a legal case, in the criminal law in England and Wales, establishing that a judge in England and Wales is not entitled to direct, or instruct, or order, require, a jury to return a verdict of guilty.

	AC2.5 Discuss the use of laypeople in criminal cases	Laypeople <ul style="list-style-type: none"> • juries • magistrates Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates.	AC2.5 Discuss the use of laypeople in criminal cases. Hint Apply directly to case studies, examples and scenario where used.	Research Jury duty at Gov.uk website.
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Autumn 2	AC3.1 Examine information for validity	Examine for <ul style="list-style-type: none"> • bias • opinion • circumstances • currency • accuracy Information <ul style="list-style-type: none"> • evidence • trial transcripts • media reports • judgements • Law Reports Learners should develop the ability to review information and make judgements on the suitability of the content they provide against a number of	AC3.1 Examine information for validity. Hint Examine a variety of different sources and show that they are not always correct or valid. An item may be politically biased or just the opinion of the author. The source may be factually wrong or outdated. Consider who has written the source and why it was written. Think about whether societies views have changed and if they influenced the outcome. TFP	Using https://www.jeremy-bamber.co.uk/ make a table showing why the verdict against Jeremy may not be valid.

		criteria.		
	AC3.2 Draw conclusions from information	Conclusions <ul style="list-style-type: none"> • just verdicts • miscarriage • safe verdict • just sentencing Learners should develop skills to analyse information, in order to draw conclusions based on reasoned evidence.	AC3.2 Draw conclusions from information. Hint Make sure you consider a range of information. A common mistake is to rely only on the brief. Here you have no brief so you need to use case verdicts and miscarriages of justice. You can then use these and the brief in your actual coursework. For top marks include conclusions about sentencing. TFP	Look at You Be The Judge Website http://ybtj.justice.gov.uk and compare what you would give to actual sentences.