

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

Crime Scene to Courtroom

Calendar	Big Question/Theme	Exam Board Specification/Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)
<p>Summer 1/2 (year 12)</p>	<p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations</p>	<p>. Personnel Learners should have an understanding of the roles of the personnel involved in criminal investigation:</p> <ul style="list-style-type: none"> • Scene of crime officers • Forensics scientists • Pathologists • Police officers • Crown Prosecution Service <p>Learners should be able to evaluate the effectiveness of the personnel in criminal investigations and the following factors must be considered:</p> <ul style="list-style-type: none"> • Cost • Expertise • Availability 	<p>AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations.</p> <p>TFP</p>
<p>Summer 2 (year 12)</p>	<p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations</p>	<p>Investigative techniques Learners should have an understanding of the range of techniques.</p> <ul style="list-style-type: none"> • Intelligence databases • Forensics • Surveillance – covert and overt • Profiling – geographical, typological and investigative psychology • Witnesses – eyewitness and expert witness <p>Learner must assess their effectiveness in a range of different types of criminal investigations.</p> <p>Learners must identify the situations where the techniques will be used.</p> <ul style="list-style-type: none"> • Crime scene • Laboratory • Police station 	<p>AC1.2 Assess the usefulness of investigative techniques in criminal investigations.</p> <p>TFP</p>

	<ul style="list-style-type: none"> • 'Street' <p>Learners must identify the type of crime the technique is useful for.</p> <ul style="list-style-type: none"> • Violent crime • E-crime • Property crime 	
AC1.3 Explain how evidence is processed	<p>Types of evidence</p> <p>Learners should have an understanding of the different types of evidence (physical and testimonial), the personnel involved and how they are collected, transferred, stored and processed.</p> <p>Learners should explore how different types of evidence were processed through a range of case studies.</p>	AC1.3 Explain how evidence is processed.
AC1.4 Examine the rights of individuals in criminal investigations	<p>Individuals</p> <p>Learners should consider the rights of all individuals from investigation through to appeal.</p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses 	AC1.4 Examine the rights of individuals in criminal investigations.

Autumn 1	AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects	Requirements Learners should have an understanding of the role of the CPS. <ul style="list-style-type: none"> • Charging role in relation to Criminal Justice Act 2003 • Reference the Prosecution of Offences Act 1985 • Full Code Test Learners should explain the evidential and public interest tests as well as the threshold test in the decision to prosecute.	AC2.1 Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects.
	AC2.2 Describe trial processes	Processes Learners should have knowledge of each of the stages of the trial process including the roles of the personnel involved. <ul style="list-style-type: none"> • Pre-trial process • Bail • Roles • Plea bargaining • Courts trial process • Appeals process 	AC2.2 Describe trial processes.
	AC2.3 Understand rules in relation to the use of evidence in criminal cases	Rules of evidence Learners should have an understanding of how evidence is used in court. <ul style="list-style-type: none"> • Relevance • Admissibility • Disclosure of evidence • Hearsay rule and exceptions • Include legislation and case law 	AC2.3 Understand the rules in relation to the use of evidence in criminal cases. TFP
	AC2.4 Assess key influences affecting the outcomes of criminal cases	Influences Learners should have an understanding of the factors that can influence the outcome of a trial and be able to assess their impact. <ul style="list-style-type: none"> • Evidence • Media • Witnesses • Experts • Politics • Judiciary • Barristers and legal teams 	AC2.4 Assess key influences affecting the outcomes of criminal cases. TFP
Autumn 2	AC2.5 Discuss the use of laypeople in criminal cases	Laypeople Learners should be able to discuss the strengths and weaknesses of both juries and lay magistrates. <ul style="list-style-type: none"> • Juries • Magistrates 	AC2.5 Discuss the use of laypeople in criminal cases. TFP

	<p>AC3.1 Examine information for validity</p>	<p>Examine for Learners should review and examine different types of information used in criminal cases:</p> <ul style="list-style-type: none"> • Evidence • Trial transcripts • Media reports • Judgements • Law reports <p>Learners should make judgements of the information based:</p> <ul style="list-style-type: none"> • Bias • Opinion • Circumstances • Currency • Accuracy <p>Learners should examine a range of case studies and make judgements on them.</p>	<p>AC3.1 Examine information for validity.</p> <p>TFP</p>
	<p>AC3.2 Draw conclusions from information</p>	<p>Conclusions Learners should analyse information, in order to draw conclusions based on reasoned evidence:</p> <ul style="list-style-type: none"> • Just verdicts • Miscarriages of justice • Safe verdict • Unsafe verdict • Just sentencing <p>This should be applied to a range of case studies.</p>	<p>AC3.2 Draw conclusions from information.</p> <p>TFP</p>