Cornwallis Academy
Ambitions for All

SMILE
SUCCESSFUL | MOTIVATED | INSPIRED | LEARNING | EXCITED & ENGAGED

Year 13 Criminology

Unit 3 – Crime scene to Courtroom

Learning Objectives

LO1 Understand the process of criminal investigations

AC1.1 Evaluate the effectiveness of the roles of personnel involve in criminal investigations
AC1.2 Assess the usefulness of investigative techniques in criminal investigations
AC1.3 Explain how evidence is processed
AC1.4 Examine the rights of individuals in criminal investigations

What previous knowledge is required?

Unit 1 – Changing Awareness of Crime
Unit 2 – Criminological Theories of Crime

How will this term's content help with future learning?

Students will be completing a controlled assessment at the end of Term 2

Common Misconceptions

All units **MUST** be passed to achieve the full qualification over the 2-year course. Students often believe they can score higher in other grades, and they will still be awarded the full qualification

National Curriculum / Specification

Personnel
• 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

Techniques
• forensic
• surveillance techniques
• profiling techniques
• use of intelligence databases, e.g. National DNA Database
• interview techniques e.g. eye witness interviews, expert interviews

Criminal investigations
• situations
o crime scene
o laboratory
o police station
o 'street'
• types of crime
o violent crime
o e-crime
o property crime

Types of evidence
• physical evidence
• testimonial evidence
Process
• collection
• transfer
• storage
• analysis
• personnel involved

Individuals
• suspects
• victims
• witnesses

Unit 3 – Crime scene to Courtroom

Learning Objectives

LO2 Understand the process for prosecution of suspects

AC2.1 Explain the requirements of the Crown Prosecution Service (SPS) for prosecuting suspects
AC.2 Describe trial processes
AC2.3 Understand the rules in relation to the use of evidence in criminal cases
AC2.4 Assess key influences affecting the outcome of criminal cases
AC2.5 Discuss the use of laypeople in criminal cases

What previous knowledge is required?

LO1 Understand the process of criminal investigations

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National Curriculum / Specification

Requirements
• charging role – Criminal Justice Act 2003
• Prosecution of Offences Act 1985
• Full Code Test

Processes
• pre-trial
• bail
• roles
• plea bargaining
• courts
• appeals

Rules of evidence
• relevance and admissibility
• disclosure of evidence
• hearsay rule and exceptions
• legislation and case law

Influences
• evidence
• media
• witnesses
• experts
• politics
• judiciary
• barristers and legal teams

Laypeople
• juries
• magistrates

Unit 3 – Crime scene to Courtroom

Learning Objectives

LO3 Be able to review criminal cases

3.1 Examine information for validity
3.2 Draw conclusions from information

What previous knowledge is required?

LO1 Understand the process of criminal investigations
LO2 Understand the process for prosecution of suspects

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National Curriculum / Specification

Examine for
• bias
• opinion
• circumstances
• currency
• accuracy

Information
• evidence
• trial transcripts
• media reports
• judgements
• Law Reports

Conclusions
• just verdicts
• miscarriage
• safe verdict
• just sentencing

Unit 4 – Crime and Punishment

Learning Objectives

LO1 Understand the criminal justice system in England and Wales

AC1.1 Describe processes used for law making
AC1.2 Describe the organisation of the criminal justice system in England and Wales
AC1.3 Describe models of criminal justice

What previous knowledge is required?

Unit 3 – Changing Awareness of Crime – is required to a minimum of 41/100 marks to achieve an E grade

How will this term's content help with future learning?

Students will complete their Unit 2 exam in May and must know all the content for this as any theory and the relevant content around it may appear.

Common Misconceptions

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National Curriculum / Specification

Processes
• government processes
• judicial processes

Criminal justice system
• police
• law creation
• courts
• formal punishment
• relationships

Models of criminal justice
• due process
• crime control

Unit 4 – Crime and Punishment

Learning Objectives

LO2 Understand the role of punishment in a criminal system

AC2.1 Explain forms of social control
AC2.2 Discuss the aims of punishment
AC2.3 Assess how forms of punishment meet the aims of punishment

What previous knowledge is required?

LO1 Understand the criminal justice system in England and Wales

How will this term's content help with future learning?

Students will complete their Unit 2 exam in May and must know all the content for this as any theory and the relevant content around it may appear.

Common Misconceptions

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National Curriculum / Specification

Forms of social control
• internal forms
o rational ideology
o tradition

o internalisation of social rules and morality
• external forms
o coercion
o fear of punishment
• control theory
o reasons for abiding by the law

Forms of social control
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Forms of punishment
• imprisonment
• community
• financial
• discharge

Unit 4 – Crime and Punishment

Learning Objectives

LO3 Understand measures used in social control

AC3.1 Explain the role of agencies in social control
AC3.2 Describe the contribution of agencies to achieving social control
AC3.3 Examine the limitations of agencies in achieving social control
AC3.4 Evaluate the effectiveness of agencies in achieving social control

What previous knowledge is required?

LO1 Understand the criminal justice system in England and Wales
LO2 Understand the role of punishment in a criminal system

How will this term's content help with future learning?

Students will complete their Unit 2 exam in May and must know all the content for this as any theory and the relevant content around it may appear.

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National Curriculum / Specification

Role
• aims and objectives
• funding
• philosophy
• working practices
o types of criminality
o types of offenders
o reach (local, national)

Agencies
• government-sponsored agencies
o police
o CPS
o judiciary
o prisons
o probation
• charities
• pressure groups

Contribution
• tactics and measures used by agencies
o environmental
▪ design
▪ gated lanes
o behavioural
▪ ASBO
▪ token economy
o institutional
o disciplinary procedures
▪ rule making
▪ staged/phased
• gaps in state provision

Limitations
• repeat offenders/recidivism
• civil liberties and legal barriers
• access to resources and support
• finance
• local and national policies
• environment
• crime committed by those with moral
Imperatives

Agencies
• government sponsored agencies
o police
o CPS
o judiciary
o prisons
o probation
• charities
• pressure groups