

Scheme of Work for WJEC Applied Certificate & Diploma in Criminology Unit 3

This Scheme of Work is designed to support you in teaching Unit 3 of the WJEC Level 3 Applied Diploma in Criminology specification. We are providing it for users of our Napier Press textbook, *Criminology Book Two* by Rob Webb and Annie Townend.

The Scheme of Work is fully integrated with the textbook. In each section of the Scheme of Work you will find references to the appropriate pages in the textbook to refer your students to when they are studying each Topic.

This Scheme of Work is part of the comprehensive package of Napier Press support materials for Criminology teachers and their students, including:

- **Activities** for students. You will find references to these throughout the textbooks.
- **Student Workbooks** to accompany each Unit of the textbook. These encourage students to engage with the material in the textbook and consolidate their learning.

You will find references both to the relevant student Activities and to the Unit 3 Student Workbook in each section of the Scheme of Work. All the Activities and Workbooks are available on the website: <https://criminology.uk.net/>

Terms used in this Scheme of Work

Topic refers to the Assessment Criteria in the specification and to the relevant Topics in the companion textbook, *Criminology Book Two*.

Learning Objectives are the outcomes for the student on completion of the Topic. Students' achievement of these objectives will be checked by means of the activities and assessments indicated in the Scheme of Work.

Independent Activities comprises activities that can be completed by students either in class or independently outside of class.

Scheme of work: Criminology Unit 3

| Wk | Topic | Learning Objectives | Class Activities | Resources | Independent Activities | Assessment |
|-----|---|---|--|---|--|--|
| 1-2 | 1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations | <p>After studying this Topic, students will be able to:</p> <p>Give a clear and detailed evaluation of the effectiveness of the roles of the following personnel involved in criminal investigations:</p> <ul style="list-style-type: none"> • Police officers/ detectives • Crime scene investigators • Forensic specialists • Forensic scientists • Pathologists • The Crown Prosecution Service • Other investigative agencies <p>Understand the roles and consider their effectiveness in relation to the following potential limitations:</p> <ul style="list-style-type: none"> • Cost • Expertise • Availability | <p>Getting started activity p8</p> <p>Activity p8 Police officers</p> <p>Activity p11 Forensic scientists</p> <p>Activity p12 Pathologists</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp8-13</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | <p>Question p9</p> <p>Question 13</p> | <p>Controlled assessment preparation p13</p> |
| 3-4 | 1.2 Assess the usefulness of investigative techniques in criminal investigations | <p>After studying this Topic, students will be able to:</p> <p>Assess the usefulness of the following investigative techniques in criminal investigations:</p> <ul style="list-style-type: none"> • Forensic techniques • Surveillance techniques • Profiling techniques • Use of intelligence databases e.g. National DNA Database • Interviews: eye witnesses, other witnesses, e.g. experts • Observation <p>Understand the range of techniques and assess their effectiveness in the following types of criminal investigations:</p> <ul style="list-style-type: none"> • Situations: crime scene, laboratory, police station, 'street' • Types of crime: violent crime, e-crime, property crime. | <p>Getting started activity p14</p> <p>Activity p16 DNA evidence</p> <p>Activity p17 Covert surveillance</p> <p>Activity p18 eye-witness testimony</p> <p>Activity p20 Forensic entomology</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp14-24</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | <p>Activity p17 Criticisms of police covert surveillance</p> | <p>Controlled assessment preparation p24</p> |

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| 5 | 1.3 Explain how evidence is processed | <p>After studying this Topic, students will be able to:</p> <p>Explain how evidence is processed. Understand the following types of evidence:</p> <ul style="list-style-type: none"> • Physical evidence • Testimonial evidence <p>Understand how evidence is processed, including:</p> <ul style="list-style-type: none"> • Collection • Transfer • Storage • Analysis • The personnel involved | <p>Getting started activity p25</p> <p>Activity p27 Fingerprints</p> <p>Activity p28 Trace evidence</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp25-30</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | <p>Activity p26 Locard's principle</p> | <p>Controlled assessment preparation p30</p> |
| 6 | 1.4 Examine the rights of individuals in criminal investigations | <p>After studying this Topic, students will be able to:</p> <p>Examine the rights of the following individuals in criminal investigations:</p> <ul style="list-style-type: none"> • Suspects • Victims • Witnesses <p>Consider the rights of all individuals from investigation through to appeal.</p> | <p>Getting started activity p31</p> <p>Activity p33 Rights when arrested</p> <p>Activity p35 Restorative justice</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp31-36</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | <p>Activity p35 Being a witness</p> | <p>Controlled assessment preparation p36</p> |

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| 7 | 2.1 Explain the requirements of the Crown Prosecution Service for the prosecution of suspects | <p>After studying this Topic, students will be able to:</p> <p>Explain the requirements of the Crown Prosecution Service (CPS) for prosecuting suspects, including:</p> <ul style="list-style-type: none"> • The charging role • The Prosecution of Offences Act 1985 • The Full Code Test <p>Understand the role of the CPS. Explain the evidential and public interest tests in the decision to prosecute.</p> | <p>Getting started activity p37</p> <p>Activity p37 The CPS</p> <p>Activity p37 The Full Code Test</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp37-40</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p40 Applying the Threshold Test | Controlled assessment preparation p40 |
| 8 | 2.2 Describe trial processes | <p>After studying this Topic, students will be able to:</p> <p>Describe the following trial processes:</p> <ul style="list-style-type: none"> • Pre-trial • Plea bargaining • Bail • Roles • Courts • Appeals <p>Have knowledge of each of the stages of the trial process, including the roles of the personnel involved.</p> | <p>Getting started activity p41</p> <p>Activity p42 Plea bargaining</p> <p>Activity p45 The Crown Court</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp41-46</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p43 Changes to the rules for bail | Controlled assessment preparation p46 |

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| 9 | 2.3 Understand rules in relation to the use of evidence in criminal cases | <p>After studying this Topic, students will be able to:</p> <p>Show detailed understanding of the following rules in relation to the use of evidence in criminal cases:</p> <ul style="list-style-type: none"> • Relevance and admissibility • Disclosure of evidence • Hearsay rule and exceptions • Legislation and case law <p>Understand how evidence is used in court.</p> | <p>Getting started activity p47</p> <p>Activity p48 The relevance of evidence</p> <p>Activity p49 Why rapes are not reported</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp47-51</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p51 Hearsay evidence | Controlled assessment preparation p51 |
| 10 | 2.4 Assess key influences affecting the outcomes of criminal cases | <p>After studying this Topic, students will be able to:</p> <p>Assess the following key influences affecting the outcomes of criminal cases:</p> <ul style="list-style-type: none"> • Evidence • Witnesses • Experts • Barristers and legal teams • Judiciary • Politics • The media <p>Understand the many factors that can influence the outcome of a trial and be able to assess their impact.</p> | <p>Getting started activity p52</p> <p>Activity p54 The misuse of statistics</p> <p>Activity p59 Do media reports influence juries?</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp52-59</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p56 Juryless trials | Controlled assessment preparation p59 |

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| 11 | 2.5 Discuss the use of laypeople in criminal cases | <p>After studying this Topic, students will be able to:</p> <p>Discuss the use of the following laypeople in criminal cases:</p> <ul style="list-style-type: none"> • Juries • Magistrates <p>Be able to discuss the strengths and weaknesses of both juries and lay magistrates.</p> | <p>Getting started activity p60</p> <p>Activity p61 The role of a juror</p> <p>Activity p64 The Ouija board case</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp60-67</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p65 Jurors and the internet | Controlled assessment preparation p67 |
| 12 | 3.1 Examine information for validity | <p>After studying this Topic, students will be able to:</p> <p>Examine the following information for validity:</p> <ul style="list-style-type: none"> • Evidence • Trial transcripts • Media reports • Judgements • Law reports <p>Examine the validity of the above information in terms of:</p> <ul style="list-style-type: none"> • Bias • Opinion • Circumstances • Currency • Accuracy <p>Show the ability to review the information sources and make judgements on the suitability of the content they provide against a number of criteria</p> | <p>Getting started activity p68</p> <p>Activity p74 The Mark Duggan case</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp68-76</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | Activity p74 Hillsborough | Controlled assessment preparation p76 |

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| 13 | 3.2 Draw conclusions from information | <p>After studying this Topic, students will be able to:</p> <p>Draw objective conclusions from information on criminal cases in relation to the following:</p> <ul style="list-style-type: none"> • Just verdicts • Miscarriage • Safe verdict • Just sentencing <p>Show the skills needed to analyse the information in order to draw conclusions based on reasoned evidence.</p> | <p>Getting started activity p77</p> <p>Activity p78 The Birmingham Six</p> <p>Activity p80 The Stephen Lawrence case</p> | <p>Webb & Townend, <i>Criminology Book Two</i>, pp77-83</p> <p>Napier Press Unit 3 Student Workbook <i>Crime Scene to Courtroom</i></p> | <p>Activity p77 The Innocence Project</p> <p>Activity p79 Miscarriages of justice</p> | <p>Controlled assessment preparation p83</p> |