

Criminology Year 12 into 13 *Summer Independent Learning*

The following work aims to provide you with an introduction to units 3 and 4. Please read the material provided (you can highlight and/or annotate the document as you go through) and complete the questions and tasks throughout the document. There are **compulsory elements** that you must complete to a high standard. There are also additional tasks it is **strongly recommended** that you complete these to broaden your knowledge of the units further. Please bring this work with you to your first Criminology lesson.

Compulsory content

TASK 1:

CASE STUDIES

Stephen Lawrence

Read the articles and answer the questions below:

The Independent: Stephen Lawrence 25 years on: What happened and was this really a murder that changed a nation? 16th April 2018

<https://www.independent.co.uk/news/uk/home-news/stephen-lawrence-murder-25-years-changed-a-nation-police-institutional-racism-macpherson-anniversary-a8307871.html>

BBC Timelines of Events:

http://news.bbc.co.uk/1/hi/english/static/stephen_lawrence/timeline.htm
<https://www.bbc.co.uk/news/uk-26465916>



- What was the motive behind the attack on Stephen Lawrence?
- What did the police originally say was the motive behind the attack?
- What is meant by **institutional racism**? How did it impact on this case?
- What is the **McPherson report**? Outline briefly what it found.
- What is meant by the removal of **double jeopardy** laws?
- What evidence finally allowed two of Stephen's killers to be tried again?

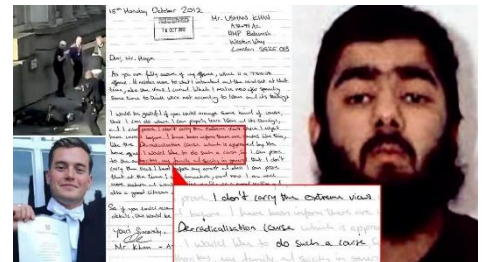
Usman Khan

Read the articles and answer the questions below

<https://www.bbc.co.uk/news/uk-50618744>

<https://www.theguardian.com/law/2019/nov/10/ipp-sentencing-regime-in-england-and-wales-branded-deeply-harmful>

<https://www.theguardian.com/uk-news/2019/dec/01/khan-attack-will-put-sentencing-and-release-of-terrorists-under-scrutiny>



- What offence did Usman Khan commit? Explain what happened.
- What is an IPP sentence?
- What did the Court of Appeal do to IPP sentences in 2012?
- Why was he released early?
- What are the government proposing for convicted terrorists held under an IPP sentences

Sally Clark:

Read the articles and answer the questions below:

<https://www.theguardian.com/society/2007/mar/17/childrensservices.uknews#maincontent>

<https://www.theguardian.com/society/2007/sep/06/childrensservices.health>

<http://news.bbc.co.uk/1/hi/health/4685511.stm>



- Who was Sally Clark and what was she convicted of?
- What was the name of the forensic pathologist who failed to disclose key evidence to the defence?
- What evidence did he fail to disclose which could have helped the defence?
- What was the name of the professor who also appeared as an expert witness on cot deaths?
- What statistic did he claim in relation to cot deaths, later criticised by The Royal Statistical Society?

The Birmingham Six:

Read the articles and answer the questions below:

<https://www.independent.co.uk/news/uk/home-news/birmingham-pub-bombings-1974-ira-who-are-the-birmingham-six-what-happened-in-the-attack-everything-a7059876.html>



<https://www.theguardian.com/theguardian/2011/mar/12/gareth-peirce-birmingham-six>

<https://www.bbc.co.uk/news/uk-england-35534745>

- What happened in Birmingham in November 1974?
- Why did the men confess to the crime?
- What happened at trial?
- Describe the public campaigns and outcome of the appeals.
- This case led to the establishment of The Criminal Cases Review Commission. What is the role of this organisation?

Colin Stagg:

Read the articles and answer the questions below

<https://www.theguardian.com/uk/colin-stagg> (timeline of events)

<https://www.theguardian.com/uk/2008/aug/13/9>

- What crimes was Colin Stagg arrested and charged with?

Strongly recommended additional task

Watch:

<https://youtu.be/sivHAHkphbU?t=2730>

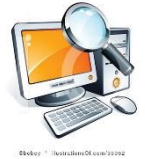


- In what ways did the police think Colin Stagg fitted the psychologist's offender profile?
- How were undercover investigation techniques used in this case? Why was this described as 'a honey trap'?
- What was the judge's verdict at The Old Bailey trial in September 1994?
- How do we now know that Colin Stagg was innocent of this crime?

Strongly recommended additional task:

Research these other high-profile criminal cases:

- **Damilola Taylor** – research the case but also look at the evidence given by a 14-year-old girl
- **Abu Hamza**
- **Liam Allen**
- **Barry George**
- **The Hillsborough Disaster**



Produce a summary for each that takes into consideration the (alleged) crime, the victim, the accused, the evidence presented and the outcome.

Then consider **WHY** these are high profile cases;

What was controversial about these cases?

What impact did it have on the case – the investigation, the trial and/or the outcome?

What longer term impact might this have had on; how we investigate similar crimes and cases? and how we review and accept at evidence?

These examples are used throughout your controlled assessment so take your time with each and ensure that you understand what happened

Remind yourself:



- **Amanda Knox case** – focusing on the problems outlined with the prosecution's case
- **Christopher Jefferies** – focusing on false accusations and media impact

Task 2:

A.C 1.2: Assess the usefulness of investigative techniques in criminal investigations: Forensics

Read (and print) the Protection of Freedoms Act 2012:

<https://www.gov.uk/government/publications/protection-of-freedoms-act-2012-dna-and-fingerprint-provisions/protection-of-freedoms-act-2012-how-dna-and-fingerprint-evidence-is-protected-in-law>

Summarise in one short paragraph – in your own words - how the use of DNA and fingerprint evidence is protected in law



Task 3:

A.C 1.2: Assess the usefulness of investigative techniques in criminal investigations: Surveillance

Take the MI5 mobile surveillance test: <https://www.mi5.gov.uk/careers/quizzes>

Task 4:

A.C 1.2: Assess the usefulness of investigative techniques in criminal investigations: Surveillance

Read the article about Mick and Mairead Philpott:

<https://www.bbc.co.uk/news/uk-england-derbyshire-22013080>

- Summarise the case
- Identify how Surveillance was used to bring a conviction.



Task 5:

**A.C 1.2: Assess the usefulness of investigative techniques in criminal investigations:
Eye Witness Testimony**

The justice system often relies on witness evidence to piece together a case, however this may not always be as reliable as we first think. Read the article below and summarise **how reliable** eye witness testimony is shown to be.

<https://www.theguardian.com/uk/2009/aug/18/eyewitness-evidence-wrongful-conviction>

Strongly recommended additional task:

Watch the following programme, exploring the case of **Ronald Cotton** and the reliability of eyewitness testimony:

Eyewitness Testimony Part 1: <https://www.youtube.com/watch?v=u-SBTRLoPuo>

Eyewitness Testimony Part 2: <https://www.youtube.com/watch?v=l4V6aoYuDcg>

Task 6:

Read the following information:

There are two types of evidence collected in criminal investigations:

Physical Evidence – also referred to as “real” evidence, this consists of items such as hairs, fibres, fingerprints and biological materials.

Testimonial – statements or the spoken word from the defendant, a victim or witnesses.

PHYSICAL:

Locard’s exchange principle: Refers to Dr Edmond Locard (the Sherlock Holmes of France), a French forensic scientist and states that “every contact leaves a trace”.

It suggests that every time someone enters a crime scene something is added to it and when they leave, something is removed. This can be applied between individuals as well as a physical environment. As a result scenes of crime officers always work on the principle that physical evidence is left behind at every scene.

An outdoor crime scene is the most vulnerable to loss or contamination of evidence. Individuals with access to the scene can potentially alter, destroy or contaminate evidence. The risk is greatest when investigators fail to secure the crime scene properly. Other conditions such as the weather – heat, cold, snow and rain – can also destroy or ruin evidence.

This principle suggests therefore that evidence must be preserved and collected methodically, taking the necessary steps to prevent contamination and cross contamination.



Processing of Physical Evidence:

Physical evidence is processed from the crime scene to be used as evidence in a courtroom by scenes of crime officers. Officers will put in place a police cordon preventing access to anyone without authorisation. A record will also be kept of those with access to the scene. Scenes of crime officers will attend in full body length suits to protect the scene from contamination. In addition, if the crime scene is outdoors and exposed, they will put shelters over the evidence to protect it from the weather and place stepping plates down to prevent footprints of investigators being added. Any evidence (or possible evidence) will be photographed in place, before it is removed, with evidence markers so that it can be identified on the photographs. The evidence can then be removed from the crime scene via the most appropriate method.

Methods include:

- Shaking – to collect trace evidence, shaking an item over a clean sheet of paper
- Brushing – to removed trapped particles from an item and collect
- Cutting – removing a section of an item, perhaps with a stain, using a sterile cutting device
- Swabbing – for evidence that cannot be physically removed (e.g. undried blood)
- Lifting with Tape – to recover things like fingerprints or small fibres and hairs



When collected evidence will be placed into the most appropriate; brown paper evidence bags, tamper proof bags, grip seal bags, metal airtight tins, weapon tubes or cardboard evidence boxes. All of which will have a written description of what is inside to reduce how often it is opened and prevent further contamination. This will then be stored or send to the laboratory where forensic scientists can analysis the evidence and prepare a report of their findings. If a dead body is involved in the crime a pathologist will also be used to determine the cause of death and identify any other underlying factors which might be of concern or interest.

TESTIMONIAL:

Testimonial evidence, including eyewitness testimony, is the spoken word of the witnesses, which could include either the victim or defendant. Evidence must be admissible, which means it must comply with **the rules of evidence**. These are the legal rules that explain when evidence in a court case is admissible and when it will be disallowed or ruled as inadmissible.

On arrival at a crime scene not only will police cordon off the area in order to prevent contamination they will also ensure any potential witnesses remain at the scene until have provided the police with a statement containing any information that they may about what they might have seen. Once collated and compared, if of interest, these statements may be followed up with further questions to ensure as much information possible can be gathered.



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The media can also be used to appeal to and encourage potential witnesses to come forward. Shows such as Crimewatch are used in this way and have led to successful convictions in the past.

Statements of witnesses will have been taken by both the prosecution and defence and disclosed to each other prior to the court case. In court the testimonial evidence is usually given in the witness box with the opportunity for the opposing side to **cross examine** or question the witness's evidence. Occasionally, evidence can be agreed by the defence and the prosecution in which case it is simply read out without the witness attending. It is up to the jury (crown court) or magistrate (magistrate's court) to decide how much reliance should be placed on a witness's statement. Defendants themselves cannot be forced to give evidence and may refuse to enter the witness box if they choose not to do so.



Vulnerable witnesses may give evidence by video link. This can be anyone under the age 17, victims of a sexual offence or anyone whose evidence may be diminished by a mental disorder, significant intelligence or physical impairment.

Strongly recommended additional task:



Watch:

An hour to catch a killer

<https://www.youtube.com/watch?v=ex4Jr8Vx7SI>

Whilst watching, make a note of;

- who is involved in the investigation
- the **investigative techniques** used
- the **evidence collected** to solve this case

With reference to the case shown in the video, write a brief summary which explains why the first hour after a murder is considered to be “**the golden hour**”.

TASK 7:

A.C 1.3: Explain how Evidence is processed

There are two types of evidence collected in criminal investigations:

Physical Evidence – also referred to as “real” evidence, this consists of items such as hairs, fibres, fingerprints and biological materials.

Testimonial – statements or the spoken word from the defendant, a victim or witnesses.

<https://science.howstuffworks.com/locards-exchange-principle2.htm>

1. Briefly outline what is meant by **Locard’s exchange principle**
2. Who gathers testimonial evidence?
3. Explain how testimonial evidence would be collected.
4. Describe how testimonial evidence would be used in a court room

TASK 8:

A.C 1.3: Explain how Evidence is processed

<https://science.howstuffworks.com/csi4.htm>

<https://www.crime-scene-investigator.net/collect.html>

Using the information in the links above and your own research, outline how the different types of evidence below would be processed.

Blood Stains	
Semen Stains	
Saliva	
Skin Flakes	
Hair Samples	
Fingerprints	
Shoeprints	
Bite Marks	
Tyre Marks	
Fibres and threads	
Paint	
Glass fragments	

TASK 9:

A.C 1.4: Examine the rights of individuals in criminal investigations

The rights of the suspect:

<https://www.youtube.com/watch?v=R0QX9HUDnK0>

1. On arrest, what four things does the film advise you should do or have?
2. What are the three main rights you have at a police station?
3. How long can the police hold you in a cell without charge?
4. What is the maximum time that you can be held if the police get an extension?
5. How long can someone be held without charge in terrorism cases?
6. Who should you have with you when you are being questioned?
7. Who can have an additional person with them when being questioned?
8. What details appear on a charge sheet?
9. What are the common types of conditional bail?
10. What happens if you are released without charge?

TASK 10:

A.C 1.4: Examine the rights of individuals in criminal investigations

Suspect's rights and police powers at the police station are governed by

The Police and Criminal Evidence Act 1984

Summarise the sections of PACE using the following link:

<http://www.legislation.gov.uk/ukpga/1984/60/section/24>



Retrieval Practice

Unit 2: Criminology Knowledge Check List

Complete the checklist honestly to help you highlight areas that need further revision

Green – Very Confident, Yellow – Confident, need to add depth, Red – Only know the basics / not at all

1.1 Definitions of Crime and Deviance				
Crime	Social Definition			

	Legal Definition			
	Formal Sanctions			
	Examples of Criminal acts			
Deviance	Norms, Moral Codes and Values			
	Informal and Formal Sanctions against deviance			
	Examples of Deviant act			

1.2 Crime as a Social Construction				
<i>Ensure that you understand what is meant by “Social construct” and you are able to give examples of differences in definitions and views of crime and deviance and be able to explain why these differences might occur, for the following:</i>				
	Place to place			
	Culture to culture			
	Overtime			
	How they are applied (different circumstances)			

2.1 & 3.2 – Biological Theories and Evaluation				
Genetic:	Jacobs – XYY			
	Evaluation – Jacobs XYY			
	Twin and Adoption Studies			
	Evaluation – Twin and Adoption Studies			
Physiological:	Lombroso – Atavistic Features			
	Evaluation – Lombroso			
	Sheldon – Somatotypes			
	Evaluation – Sheldon			
Neurochemical	Serotonin – Raine et al			
	Brain Damage / PET scans – Raine et al			

2.2 & 3.2 – Individualistic Theories and Evaluation				
Learning	Bandura – Social Learning Theory			
	Evaluation – Bandura			
	Sutherland – Differential Association			
Psychodynamic	Freud			
	Evaluation – Freud			
Psychological	Eysenck – Personality Theory			
	Evaluation – Eysenck			

2.1 & 3.2 – Sociological Theories and Evaluation				
Structural	Functionalism – Durkheim			
	Strain Theory – Merton			
	Evaluation – Strain Theory			
	Marxism – Karl Marx			
	Evaluation – Marxism			
Social Action	Labelling Theory – Howard Becker			
Realism	Left Realism – Lea and Young			
	Right Realism – Wilson			

3.1 APPLICATION				
<i>You should be able to use the above theories to explain:</i>				
	A range of different types of crimes			
	Individual criminal behaviour			

4.1 Criminological Theories informing Policy Change				
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<i>You need to understand the difference between formal and informal policy making. For each of the following policies you should be able to explain what it is, how it works, and be able to comment on whether it can be seen to be successful in preventing crime.</i>				
	Informal and Formal policies			
Biological	Neurochemical (Vitamins / Diet)			
	Chemical Castration			
	Eugenics			
Individualistic	Death Penalty			
	Psychoanalysis			
	Behaviour Modification – Token Economy			
	CBT – Cognitive Behavioural Therapy			
	Social Skills Training			
Sociological	Anger Management			
	Penal Populism			
	Prison			
	Zero-Tolerance			
	Restorative Justice			
	CCTV			
	Multi-Agency Approach			

4.2 Social Change and Policy Development				
<i>You should be able to explain with examples, how changes in society’s views, values, norms and mores have led to changes in policies. E.g. Homosexuality, smoking, equality... etc.</i>				
	Social values, norms and mores			
	Cultural Changes			
EXAMPLE				
EXAMPLE				

4.3 Campaigns and Policy Making – Examples you have studied				
Newspaper				
Individual				
Pressure Group				

The content covered in Unit 1 and Unit 2 – including cases, key terms, theories and solutions is also included in Unit 3 and Unit 4, therefore it is important that your knowledge of these is secure.

In preparation for your progression exam in September and the following Year 13 units, it is important that you spend time revisiting this content.

Below is a series of short quizzes that should be used alongside the checklist above to help you to identify the areas you most need to work on.

Once you have identified these areas, try some of the revision techniques outlined below. Using a range of revision techniques will help you to find the ones that work best for you and steer you away from using the same ones every time.

Complete the Quizziz / Kahoot covering each learning objective and record your score.

AC1.1:

<https://quizizz.com/join/quiz/5ee0b1ffb03a43001bc1a9b0/start?referrer=5e71ff62003585001ded18f6>

AC1.2:

<https://quizizz.com/join/quiz/5ee1f699966f1e001b837e57/start?from=soloLinkShare&referrer=5e71ff62003585001ded18f6>

AC2.1:

<https://quizizz.com/join/quiz/5ede328f5b88b3001bf938bc/start?from=soloLinkShare&referrer=5eb93625c2cbd4001c18e383>

AC2.2:

<https://quizizz.com/join/quiz/5eda4012788545001b5a7608/start?referrer=5eb93625c2cbd4001c18e383>

AC2.3:

<https://quizizz.com/join/quiz/5ede1d180c0ba0001d0b739a/start?referrer=5eb93625c2cbd4001c18e383>

AC3.2

<https://quizizz.com/join/quiz/5ee123cd963c35001ba8a7c0/start?referrer=5ede312c883212001b44537e>

AC4.1

<https://quizizz.com/join/quiz/5ede347d2a1644001b38fcd1/start?from=soloLinkShare&referrer=5ede312c883212001b44537e>

AC4.2

<https://quizizz.com/join/quiz/5ede3fb411d49e001b985e45/start?referrer=5ede312c883212001b44537e>

AC4.3

<https://quizizz.com/join/quiz/5ee0a5776b3dbc001bdc2501/start?referrer=5ede312c883212001b44537e>

Revision Activities

Quizzes

Use the ones that are linked above for you or create your own!
You could share with a friend – creating 5 questions each to test each other's revision.

Glossaries

Make a key term glossary to covering each of the learning objectives

Lists

Make a key study list for all of the research/studies on in your hand outs. You should have the **name** of the researcher and a brief description of what was done/found in the study (e.g. Raine).

Knowledge Organisers

Reduce the knowledge from one booklet onto a single sheet of A4 – think about the layout and use of pictures and colours to help to trigger your memory.

Once these have been created, at regular intervals spend time recreating them (quickly and in note form – these do not have to be neat), to see what you can remember. Check the original for things you might have missed and add them on in a different colour. You should recall more information each time.

Mind Maps

Create **mind maps** for an area of Unit 2 that you find the most difficult.

- Divide into clear sections / topics / areas
- Colourful – use the same colours every time – e.g. a certain theory or pros / cons or H points, in the same colour
- Use Pictures
- Keep it to the point – your notes are the detail!

Using it:

- Get someone to test you and give you a red/ amber or green for how successful you were
- Turn it over – what can you remember, what did you forget? Record your ideas
- Tell a story as you work your way around the mind map

Flash Cards

- Keep them simple and to the point – don't overcrowd with information
- Group into topics / themes
- Use colours and pictures

Using them:

- Get someone to test you or test yourself
- Divide into piles as you go:
 - Confident
 - Need to work on
 - Not confident at all
- Look over the ones in the second two piles – particularly focusing on the not confident pile

Practice Tests

- Spend time writing 5 to 10 short questions for each assessment objective
- Use these as quick recall activities! Test yourself or get somebody to test you
- Repeat regularly – even the ones you think you are very confident with

Cornell Notes

- Make sure that you are condensing! Use the example below as a guide

Using it:

- Use the reflect and review section – regularly – using spaced learning. What can you remember? What have you forgotten?
- Use the cues to help trigger recall before going to your notes

- Spend your time checking the bits you know (don't just ignore them!) but then revising the parts you don't

Topic:	Name:	Date:
	Class:	Period:

<h3><u>Step 2:</u> Cues (Reduce)</h3> <p>When: During class but after the lecture, activity or discussion</p> <p>What: Reduce learning to the essential facts & ideas</p> <p>How (make lists):</p> <ul style="list-style-type: none"> • Facts • Key ideas • Important words • Pivotal phrases • Questions <p>Why: Students can not recall everything and need to filter out the most important ideas, concepts and questions.</p>	<h3><u>Step 1:</u> Notes (Record)</h3> <p>When: During class lecture, discussion or activity</p> <p>What: Record as many facts and ideas from the lesson as possible</p> <p>How:</p> <ul style="list-style-type: none"> • Bullets, phrases and pictures • Avoid sentences and paragraphs • develop abbreviations and symbols • leave space between points to add information later <p>Why: Students need to record the learning in a method that is meaningful to them before they can do anything with it.</p>
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Step 3: Summary (Reflect & Review)


When: At the end of class, after class for homework or as a warmup at the start of the next class

What: Synthesis that reviews and summarizes the main ideas from the lesson

How (in complete sentences, answer questions such as the following):

- "Why is this information important?"
- "What conclusions can I make from this information?"
- "How can this information be applied?"

Why: Summarizing and reviewing information after it is learned is one of the best research based strategies for ensuring long term retention of any content or skill.



TROJAN PRIDE

Practice Exam Questions

Spend time completing the exam questions located at the end of every booklet

- Create plans using the 'deconstructing the question format'
- Create "perfect" answers. No time limit – using your notes as much as you like, using spaced learning at a later date, re-read this perfect answer and try to replicate without notes and in timed conditions – the more you do this more concise you will be
- Complete a time restricted plan

<p style="text-align: center; font-size: small;">Deconstruct the Question</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="font-size: x-small;">Topic/ Focus:</td> <td style="width: 100px; height: 20px;"></td> </tr> <tr> <td style="font-size: x-small;">Command:</td> <td style="width: 100px; height: 20px;"></td> </tr> </table> <p style="font-size: x-small; margin-top: 5px;">Key Words from the Question to include in my answer:</p> <div style="border: 1px solid gray; height: 30px; width: 100%;"></div> <p style="font-size: x-small; margin-top: 5px;">Key Terminology:</p> <div style="border: 1px solid gray; height: 60px; width: 100%;"></div>	Topic/ Focus:		Command:		<p style="font-size: x-small;">Exam Question:</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <p style="font-size: x-small; margin-top: 5px;">Plan / Answer Structure:</p> <div style="border: 1px solid gray; height: 60px; width: 100%;"></div> <p style="font-size: x-small; margin-top: 5px;">What can you add from your own knowledge?</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div> <p style="font-size: x-small; margin-top: 5px;">Things to look up:</p> <div style="border: 1px solid gray; height: 40px; width: 100%;"></div>
Topic/ Focus:					
Command:					

- Complete in timed conditions – no notes. When finished re-read and annotate improvements using your notes / your own knowledge (1.2 minutes per mark) E.g. 9 marks = 11 minutes
- Swap with a friend – mark each other's work, compare answers, suggest to improvements, discuss what to include, plan together

Revision Clock

- 12 different topics, 5 minutes on each
- Start with what you can remember, note down anything.
- Then with more time look back over this – is there anything you had forgotten under the time pressure?
- Use your notes to add more

This should help you to identify the topics that need more focus and revision

Hooks

- We all remember things in different ways but linking a word / study / concept to a picture is proven to be one of the most effective
- You do not have to be an artist, but give each concept a picture version
- Give each study a small cartoon

Mnemonics

- Take the first letter of each thing that you are try to remember and assign it another word that fits into a saying / sentence, that will be easier to remember
- This will help to trigger your memory
- This could be used for points / studies / factors / key terms

Mind / Memory Palace

- A very effective way of revision if you practice – Use the video link to learn how it works:
<https://www.youtube.com/watch?v=3vlpQHJO9do>
- You store information in your memory, if you can picture that memory you can place things in it
- An easier way of doing this is using your own house
- For Example, start to associate each room with a different theory or topic. In that room start to associate specific ideas with the items in there – almost like telling a story
- You might want to write down where you are associating things first but soon you won't need it!
- Revision is then easy – imagine your house or walk around it!