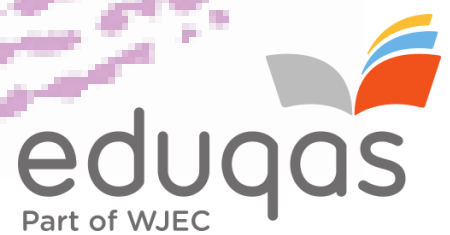
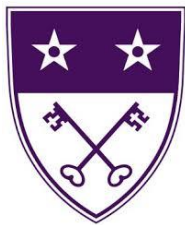


**Applied Diploma in Criminology  
Year 12-13 Summer Transition Booklet**



**Name:**



QUALIFICATION	Applied Diploma in Criminology	
Teacher Name	Miss Etherton, Ms Lawrence & Mrs McCracken	
Contact email	<a href="mailto:cetherton@jhs.pkat.co.uk">cetherton@jhs.pkat.co.uk</a> , <a href="mailto:alawrence@jhs.co.uk">alawrence@jhs.co.uk</a> <a href="mailto:smccracken@jhs.pkat.co.uk">smccracken@jhs.pkat.co.uk</a> .	
Exam board	WJEC / Eduqas	
Specification details	601/6248/X Applied Diploma	
Recommended online learning	<a href="https://www.tutor2u.net/criminology">https://www.tutor2u.net/criminology</a> <a href="https://www.wjec.co.uk/en/qualifications/criminology-level-3/#tab_overview">https://www.wjec.co.uk/en/qualifications/criminology-level-3/#tab_overview</a>	
Text books and revision guides (we purchase the Napier Press as e-books for you)	 <p data-bbox="571 994 895 1066">By Rob Webb &amp; Annie Townend, Napier Press</p>	 <p data-bbox="1011 994 1358 1066">By Carole A Henderson, Illuminate Publishing</p>

This transition pack contains resources and activities for you to try at home over the summer, to review your progress so far and make the best start to year 13 as possible.

Please complete the activities in this booklet in readiness to continue your studies in September.



## Overall grade boundaries

	Maximum Uniform Marks	A	B	C	D	E
Level 3 Applied Certificate	200	160	140	120	100	80
Level 3 Applied Diploma	400	320	280	240	200	160

Your end of year 12 grade is calculated using your Unit 1 UMS + your Unit 2 UMS. Then, look at the Level 3 Applied Certificate row in the table above for your grade.

At the end of Year 13, you will have completed the Applied Diploma. Your overall Criminology grade will be calculated at the end of year 13 by using your Unit 1 UMS + Unit 2 UMS + Unit 3 UMS + Unit 4 UMS.

### How can you achieve an A\*?

The maximum grade for each unit is A. However, you can achieve an A\* at the end of the course if you achieve a minimum 320 UMS overall and 90 UMS in each of Unit 3 and Unit 4.

### Can you re-sit any unit?

You may re-sit Units 1 and/or 2 in Year 13. Units 3 and 4 cannot be re-taken. You must decide whether to re-sit by 30<sup>th</sup> September and will need to indicate this via a JotForm sent by Mrs McCracken in early September. If you do not respond to the JotForm, you will not be able to re-sit. If you speak to anyone other than Mrs McCracken expressing your wish to re-sit, you will not be able to re-sit.

Things to consider before you decide to re-sit include:

- You will be sitting the Unit 3 NEA at a similar time to the Unit 1 re-sit; there is sometimes only a 2-week gap between them.
- The Unit 2 exam re-sit is in the Summer, at a similar time to the Unit 4 exam and exams for all other subjects.
- The best result counts towards your final grade. For instance, if you do worse in your re-sit than the first attempt, the first result would count towards your final UMS and grade.
- If you choose to re-sit, you can request 1:1 feedback from a Criminology teacher on your first attempt, so you know how to improve. All teaching resources will be available to you on OneNote. But, no class time will be given over to year 12 units.

## Independent Study / Study Skills Self Reflection

You are allocated 5/6 hours per week in the classroom with your teachers. Outside of your taught lessons you will still need to take part in a range of tasks to enhance your academic profile. For Criminology, this independent study includes completing home learning, revisiting your classwork, coursework and exam practice.

We all learn differently, and each have our own style of studying. To get the most out of your studying, it's important to better understand what works for you, and what doesn't.

Read each of the statements below and determine if it applies to you (Y) or not (N). This will help you to identify study skills areas where you can focus on improving.

	Y/N
1. I spend more time than necessary studying for what I am learning	
2. It's common for me to spend hours cramming the night before an assessment	
3. If I dedicate as much time as I want to my social life, I don't have enough time left to focus on my studies, or when I study as much as I need to, I don't have time for my social life	
4. I often study with music/film/TV on	
5. I struggle to study for long periods of time without becoming distracted or tired	
6. I usually doodle, daydream, or fall asleep when I go to class	
7. Often the notes I take during class are difficult for me to understand later when I try and review them	
8. I often end up getting the wrong material into my class notes	
9. I don't usually review my class notes from time to time throughout the term in preparation for assessments	
10. When I get to the end of a section of text I've read, I struggle to remember what I've just got done reading	
11. I struggle to identify what is important in the text	
12. I frequently can't keep up with my home learning assignments, and consequently have to cram the night before they're due	
13. For some reason I miss a lot of marks on assessments even when I feel well prepared and know the material well	
14. I study a lot for each assessment, but when I get to the assessment my mind draws a blank	
15. I often study in a sort of disorganised, haphazard way only motivated by the threat of the next assessment	
16. I frequently end up getting lost in the details of reading and have trouble identifying the main ideas and key concepts	
17. I don't usually change my reading speed in response to the difficulty level of what I'm reading, or my familiarity with the content	
18. I often wish that I was able to read faster	
19. When my teachers set home learning assignments for me I often feel so overwhelmed that I struggle to get started	
20. More often than not I start my home learning assignments the night before they are due	
21. I really struggle to organise my thoughts into a logical order that makes sense	

The questions above are organised into categories of study skills:

- Time scheduling – Q1-3
- Concentration – Q4-6
- Listening & Note taking – Q7-9
- Reading – Q10-12
- Assessments – Q13-15
- Reading – Q16-18
- Writing – Q19-21

If you've answered 'yes' to 2 or more questions in any category, we recommend looking at self-help study guides for those categories.

However, no matter how you score, it's always advisable to review all study guides to help you improve your study skills and academic performance.

You'll find a wide range of useful guides here:

<https://www.educationcorner.com/study-skills/>

## How Active a Learner are you?

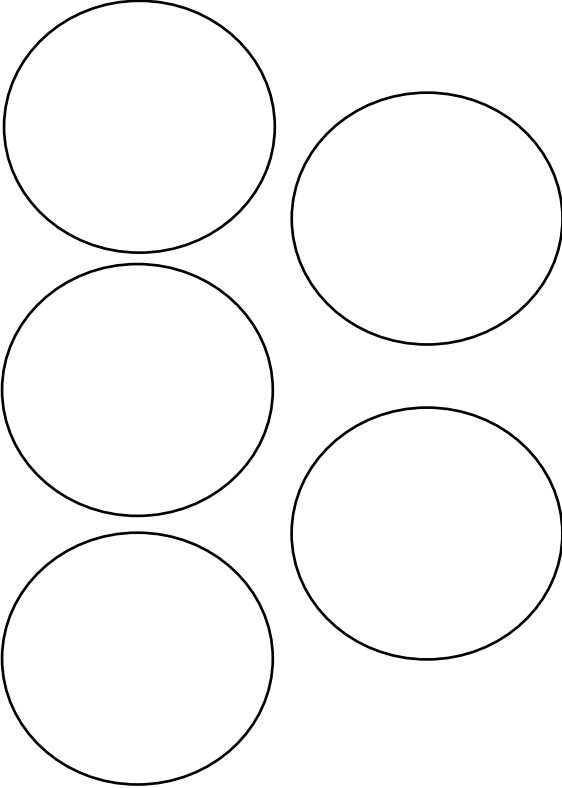
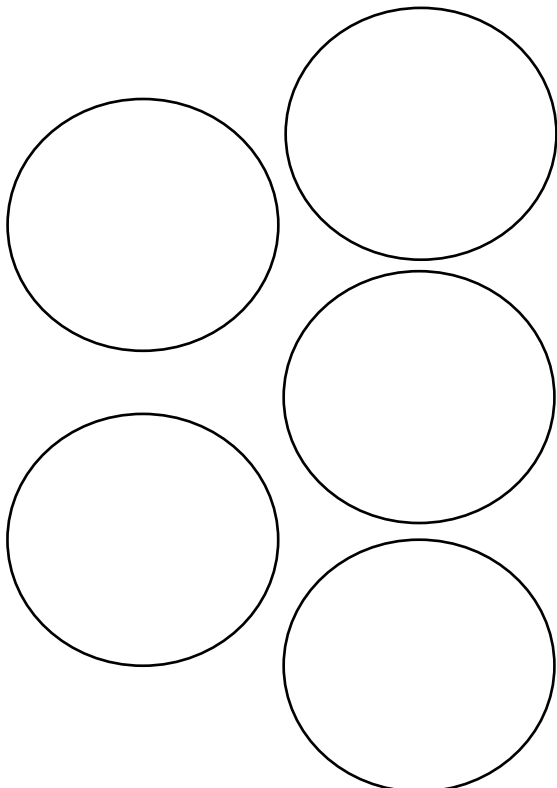
<b>Active learners:</b>	<b>Passive learners:</b>
Prepare for lessons Ask questions Organise information Link ideas and information Evaluate information Draft and re-draft work	Copy work down, often word-for-word, and don't attempt to understand it Don't reflect on what they've done Don't organise information Have lost or are losing motivation as a consequence of the above

## What to do to improve

- Summarise paragraphs
- Create spider diagrams / mind maps
- Think of several examples and decide on the best one
- List questions about a topic
- Teach information to someone else
- Record a voice note of you talking through a topic without notes
- List key words / points – create flash cards
- Make a poster of the information
- Think about how you would argue against what you're reading
- Write quick essay titles, then write a draft essay or the outline of an essay

## Controllable Study Factors

What factors stop you from studying or revising? Write down the factors you CAN control, e.g. checking your phone, as well as factors you find DIFFICULT to control, e.g. looking after a family member:

Factors you CAN control	Factors DIFFICULT to control
	

### What next?

- Identify the top 2 factors you CAN control. You need to manage those aspects that are within your control to prevent them from stopping you studying – these should be relatively easy as they're within your control.
- Think about each barrier and what you're going to do about it. E.g. many students find mobile phones can consume a great deal of time. Will you allow your grades to suffer because you spent too much time scrolling online?

## Are you up-to-date on Unit 3?

Here's the overview of Unit 3:

### Learning Outcome 1: Understand the process of criminal investigations

1 Evaluate the effectiveness of the roles of <i>personnel</i> involved in criminal investigations	
2 Assess the usefulness of <i>investigative techniques</i> in criminal investigations (20)	
3 Explain how <i>evidence</i> is <i>processed</i> (6)	
4 Examine the rights of <i>individuals</i> in criminal investigations (6)	

### Learning Outcome 2: Understand the process for prosecution of suspects

1 Explain the <i>requirements</i> of the Crown Prosecution Service (CPS) for prosecuting suspects (4)	
2 Describe trial <i>processes</i> (4)	
3 Understand <i>rules</i> in relations to the use of <i>evidence</i> in criminal cases (4)	
4 Assess <i>key influences</i> affecting the outcomes of criminal cases (10)	
5 Discuss the use of <i>laypeople</i> in criminal cases (6)	

### Learning Outcome 3: Be able to review criminal cases

1 Examine <i>information</i> for validity (15)	
2 Draw <i>conclusions</i> from information (15)	

You've now covered the content for LO1.

1. Review your notes for LO1 on OneNote and/or in your folder. Check these against the specification overleaf to make sure these are complete. If you've missed any work, find the resources on OneNote and complete this work.
2. Now look at the mark schemes and success criteria for ACs 1.1-1.4 overleaf. The success criteria are the most important things to include in your work.
  - Re-read your notes for these ACs in detail. How detailed are your notes? Highlight these details in your notes.
  - Re-write your notes in order to summarise the most important and relevant points - complete the summary tables on OneNote for ACs 1.1-1.4 (shown overleaf for illustration purposes only)
3. For each AC, practice writing an answer (guidance is overleaf).



# LO1 Specification

Unit 3 learning outcomes	Assessment criteria	Content	Amplification
<i>The learner will:</i>	<i>The learner can:</i>		
<b>LO1</b> Understand the process of criminal investigations	<b>AC1.1</b> Evaluate the effectiveness of the roles of <b>personnel</b> involved in criminal investigations	<b>Personnel</b> <ul style="list-style-type: none"> <li>• crime scene investigators</li> <li>• forensic specialists</li> <li>• forensic scientists</li> <li>• police officers/detectives</li> <li>• Crown Prosecution Service (CPS)</li> <li>• pathologist</li> <li>• other investigative agencies, e.g. Serious and Organised Crime Agency, HM Revenue &amp; Customs</li> </ul>	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: <ul style="list-style-type: none"> <li>• cost</li> <li>• expertise</li> <li>• availability</li> </ul>
	<b>AC1.2</b> Assess the usefulness of investigative <b>techniques</b> in <b>criminal investigations</b>	<b>Techniques</b> <ul style="list-style-type: none"> <li>• forensic</li> <li>• surveillance techniques</li> <li>• profiling techniques</li> <li>• use of intelligence databases, e.g. National DNA Database</li> <li>• interview techniques e.g. eye witness interviews, expert interviews</li> </ul> <b>Criminal investigations</b> <ul style="list-style-type: none"> <li>• situations               <ul style="list-style-type: none"> <li>○ crime scene</li> <li>○ laboratory</li> <li>○ police station</li> <li>○ 'street'</li> </ul> </li> <li>• types of crime               <ul style="list-style-type: none"> <li>○ violent crime</li> <li>○ e-crime</li> <li>○ property crime</li> </ul> </li> </ul>	Learners should have an understanding of the range of investigative techniques and assess their usefulness in a range of different types of criminal investigations, considering situations and types of crime.
	<b>AC1.3</b> Explain how <b>evidence</b> is <b>processed</b>	<b>Types of evidence</b> <ul style="list-style-type: none"> <li>• physical evidence</li> <li>• testimonial evidence</li> </ul> <b>Process</b> <ul style="list-style-type: none"> <li>• collection</li> <li>• transfer</li> <li>• storage</li> <li>• analysis</li> <li>• personnel involved</li> </ul>	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.
	<b>AC1.4</b> Examine the rights of <b>individuals</b> in criminal investigations	<b>Individuals</b> <ul style="list-style-type: none"> <li>• suspects</li> <li>• victims</li> <li>• witnesses</li> </ul>	Learners should consider the rights of all individuals from investigation through to appeal.

## LO1 Mark Scheme

Unit 3 learning outcomes	Assessment criteria	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
LO1 Understand the process of criminal investigations	AC1.1 Evaluate the effectiveness of the roles of personnel involved in criminal investigations	Limited evaluation of the effectiveness of the relevant roles. Response is largely descriptive and may only be a list of personnel involved. <b>(1-3)</b>	Some evaluation of the effectiveness of relevant roles. Description of the roles of personnel involved is also evident. <b>(4-7)</b>	Clear and detailed evaluation of the effectiveness of roles. The personnel involved are clearly discussed in terms of potential limitations. <b>(8-10)</b>	
	AC1.2 Assess the usefulness of investigative techniques in criminal investigations	A largely descriptive response with very limited, basic/simple assessment. At the lower end, investigative techniques may be simply listed. <b>(1-5)</b>	Limited evidence of relevant assessment of the use of investigative techniques. At the lower end, some investigative techniques are described. <b>(6-10)</b>	A range of investigative techniques are used to make some assessment of their usefulness in criminal investigations. <b>(11-15)</b>	Clear and detailed assessment is made of the required range of investigative techniques. <b>(16-20)</b>
	AC1.3 Explain how evidence is processed	Basic response that may only list procedures or mention case studies. <b>(1-3)</b>	Clear and detailed explanation of how both types of evidence are processed using relevant examples. <b>(4-6)</b>		
	AC1.4 Examine the rights of individuals in criminal investigations	The rights of individuals in criminal investigations are simply listed or may have limited description. <b>(1-3)</b>	The rights of individuals in criminal investigations are clearly examined from investigation through to appeal. <b>(4-6)</b>		

**LO1 Success Criteria** – the moderator will use these to check you've included the following for each AC, before deciding which mark band your answer falls in above.

AC1.1	Evaluate the effectiveness of 4 personnel				
	Role	Strengths (cost/availability/expertise)	Limitations (cost/availability/expertise)	Conclusion	Case example
CSIs					
Forensics					
Police					
CPS					
Pathologists					

AC1.2	Assess the usefulness of 4 investigative techniques					
	Description	Strengths	Limitations	Situations	Type of crime	Case example
Forensics						
Surveillance/observation						
Profiling						
Intel Databases						
Interviews						

AC1.3	Explain how evidence is processed					
	Collection	Transfer	Storage	Analysis	Personnel	Case example
Physical						
Testimonial						

AC1.4	Examine the rights of individuals			
	Investigation	Trial	Appeal	Legislation
Suspects				
Victims				
Witnesses				

## Summary Note Sheets for LO1 (complete the versions on OneNote, not here)

### AC1.1

U3 AC1.1: Evaluate the effectiveness of the roles of **personnel** involved in criminal investigations (10 marks)

Personnel	Role in investigations (Describe)	Strengths (cost, expertise, availability) (Evaluate)	Limitations (cost, expertise, availability) (Evaluate)	Case studies (Apply)
Crime Scene Investigators (or Scenes of Crime Officers—SOCOs)				
Forensic scientists/specialists				
Police officers/detectives				

U3 AC1.1: Evaluate the effectiveness of the roles of **personnel** involved in criminal investigations (10 marks)

Personnel	Role in investigations (Describe)	Strengths (cost, expertise, availability) (Evaluate)	Limitations (cost, expertise, availability) (Evaluate)	Case studies (Apply)
CPS				
Pathologists				
Other investigative agencies				

# AC1.2

U3 AC1.2: Assess the usefulness of investigative techniques in criminal investigations (20 marks)

Technique	Brief explanation of technique (Describe)	Strengths (how the technique is useful in investigations) (Evaluate)	Limitations (how the technique may not be useful in investigations) (Evaluate)	For which type of investigation (e.g. crime/situation) is the tech?	Case studies (justif.) How was the technique used effectively/not?
Forensics (DNA)					
Surveillance (CCTV/cam surveillance)					
Profiling (Psychological/Clinical/ Geographic)/Investigative Psychology					

U3 AC1.2: Assess the usefulness of investigative techniques in criminal investigations (20 marks)

Technique	Brief explanation of technique (Describe)	Strengths (how the technique is useful in investigations) (Evaluate)	Limitations (how the technique may not be useful in investigations) (Evaluate)	For which type of investigation (e.g. crime/situation) is the technique most useful? Why?	Case studies (justif.) How was the technique used effectively/not?
Use of intelligence databases					
Interview techniques					
Observation					

# AC1.3

U3 AC1.3: Explain how evidence is processed (5 marks)

Search  
 Seizure/Seizure process  
 SODS procedure checklist

Type of evidence	Collection	Transfer	Storage	Analysis
Body fluids & tissues				
Fingerprints				
Impression evidence				
Trace evidence				

(Include personnel involved. Use key terms)

U3 AC1.3: Explain how evidence is processed (5 marks)

Search  
 Seizure/Seizure process  
 SODS procedure checklist

Type of evidence	Collection	Transfer	Storage	Analysis
Testimonial				

(Include personnel involved. Use key terms)

Case studies	What evidence was used?	How was the evidence used in this case?	Any concerns with the evidence used? Why?
Physical evidence			
Testimonial evidence			

# AC1.4

U3 AC1.4: Examine the rights of individuals in criminal investigations (6 marks)

Individual	Investigation	Appeal	Relevant legislation
Victim			
Witness			
Suspect			

(Use key terms)

U3 AC1.4: Examine the rights of individuals in criminal investigations (6 marks)

Individual	Investigation	Appeal	Relevant legislation
Victim			
Witness			
Suspect			

## Guidance on writing an answer for LO1

### AC1.1 – Evaluate the effectiveness of personnel involved in investigations (10)

45 mins

- 4 paragraphs for each of the 4 personnel
  - Make sure the 4 personnel are from the list in the content section of the specification
  - In each paragraph, include:
    - A brief description of their role in investigations
    - Strengths
    - Limitations
    - A supporting **case example**
    - A concluding line – how effective are they overall?
- Additional requirements for Strengths and Limitations:*
- Use 'strengths' / 'limitations', not advantages/disadvantages
  - Must be linked to investigations (not strengths/limitations for themselves).
  - Must be linked to **cost, availability or expertise**
  - **Explain** why they're strengths/limitations
  - Must be supported with evidence (e.g. stats, examples, or a case example)

### AC1.2 – Assess the usefulness of investigative techniques (20)

1 hr 30

- 4 paragraphs for each of the 4 techniques
  - Make sure the 4 techniques are from the list in the content section of the specification
  - In each paragraph, include:
    - A description of the technique
    - Advantages
    - Disadvantages
    - A supporting **case example**
    - The **situation** it's used in (crime scene/lab/police station/street)
    - The type of **crime** the technique is most useful for investigating (e.g. violent crime/e-crime/property crime)
- Additional requirements for Advantages and Disadvantages:*
- **Explain** why they're advantages / disadvantages for investigations
  - Use **supporting evidence** (e.g. stats, studies)

## AC1.3 – Explain how evidence is processed (6)

25 mins

- 2 paragraphs
  - Discuss both **physical** and **testimonial** evidence, not necessarily in the same detail
  - In each paragraph, include:
    - A brief description of type of evidence
    - Collection
    - Transfer
    - Storage
    - Analysis
  - A supporting **case example**
- Add **detail** for each stage
  - For physical evidence, include 3 types (e.g. fingerprints, tyre impressions, blood)
  - At each stage, mention the **personnel** who would do this

## AC1.4 – Examine the rights of individuals (6)

25 mins

- 3 paragraphs
  - Discuss **suspects**, **victims** and **witnesses**, not necessarily in the same detail
  - In each paragraph, include:
    - The **legislation** that sets out their rights (you only have to do this once)
    - Rights during the:
      - Investigation
      - Trial
      - Appeal
- You must cover all 3 stages for all 3 individuals, but not necessarily in the same detail