



# **Pearson BTEC Level 3 Nationals in Forensic and Criminal Investigation**

## **Sample Assessment Materials**

### **Unit 5: Applications of Criminology**

For use with Diploma and Extended Diploma

Version 1.3

## **Edexcel, BTEC and LCCI qualifications**

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

These draft sample assessment materials show you our proposed approach to the external assessments. During the DfE approval process, we may be asked to make changes to any aspect of the qualification including content, assessments or first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:


- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the sample assessment materials.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

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Write your name here

Surname			Other names		
Centre Number			Learner Registration Number		

Pearson BTEC Level 3 Nationals	
<h1>Forensic and Criminal Investigation</h1> <p>Set task: Applications of Criminology</p>	Level <b>3</b>
	Total Marks  60
	Supervised hours <b>3</b>
Extended Diploma	
<p>This booklet contains material for the completion of the set task under supervised conditions.</p> <p>This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the set task.</p> <p>This booklet should be kept securely until the start of the 3 hour supervised assessment period. This set task should be undertaken in a session timetabled by Pearson.</p>	

<Insert Specification Image>

Paper Reference (s)  
XXXX/XX  
PXXXXXA

## Instructions to Teachers/Tutors and/or Invigilators

Centres must issue this booklet at the appropriate time and advise learners of the timetabled session.

All learner work must be completed independently and authenticated before being submitted to Pearson by the teacher/tutor.

Learners are advised to spend 30 minutes reading through the stimulus material in the set task and annotate the material if they wish to do so.

Learners are required to use the stimulus material to complete the activities.

Learners must complete the set task using this task booklet.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials
- All work must be completed independently by the learner
- Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

### **Maintaining security:**

- During supervised assessment session, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

After the session the teacher/tutor will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly so that learners have completed their preparation validly and independently.

## **Outcomes for Submission**

This task booklet should be submitted to Pearson  
Each learner must complete an authentication sheet.

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**Read the set task information carefully.**

You are advised to spend 30 minutes reading through all the stimulus material in the set task carefully.

You are required to use the stimulus material to complete the activities in the set task.

You may annotate the stimulus material before you attempt the activities.

Plan your time carefully to allow for the completion of all the activities.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You are not permitted to have access to a computer.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

**Outcomes for Submission**

- This completed booklet
- Authentication sheet.

## Set Task information

You are working for the Youth Offending Team in an area of Whitepool and have been asked to help support tackling of youth crime in the area.

Activity 1: Explaining Criminal behaviour. You should spend 50 minutes on this activity  
Use the **case study** and the **crime figures for England and Wales** to complete this activity.

Activity 2: Crime punishment and prevention methods. You should spend 40 minutes on this activity.  
Use the **case study** to complete this activity.

Activity 3: Victim of crime and the impact on them. You should spend 30 minutes on this activity.  
Use the **case study** and the **article** to complete this activity.

Activity 4: Impact on the fear of crime. You should spend 30 minutes on this activity.  
Use the **case study** and the **article** to complete this activity.

## Set Task

**You must complete ALL activities within the set task.**

Please do not write answers outside the spaces provided below.

Use the **case study** and the **crime figures for England and Wales** to complete activity 1

### Case study

#### **Young mother subjected to gang attack in her home**

A gang of four males has attacked a young mother in her home in the Ash Drive area of Whitepool in the early hours of Thursday morning.

Tina Hadley, 21, reported that as she was asleep on the couch downstairs, four males entered her home and threatened her with a knife. Her screams alerted the next door neighbour who disturbed the males, leaving them to flee with cash and a laptop. Tina's young daughter was not in the house at the time.

This incident is one of sixteen burglaries in the Ash Drive area of Whitepool over the last four months.

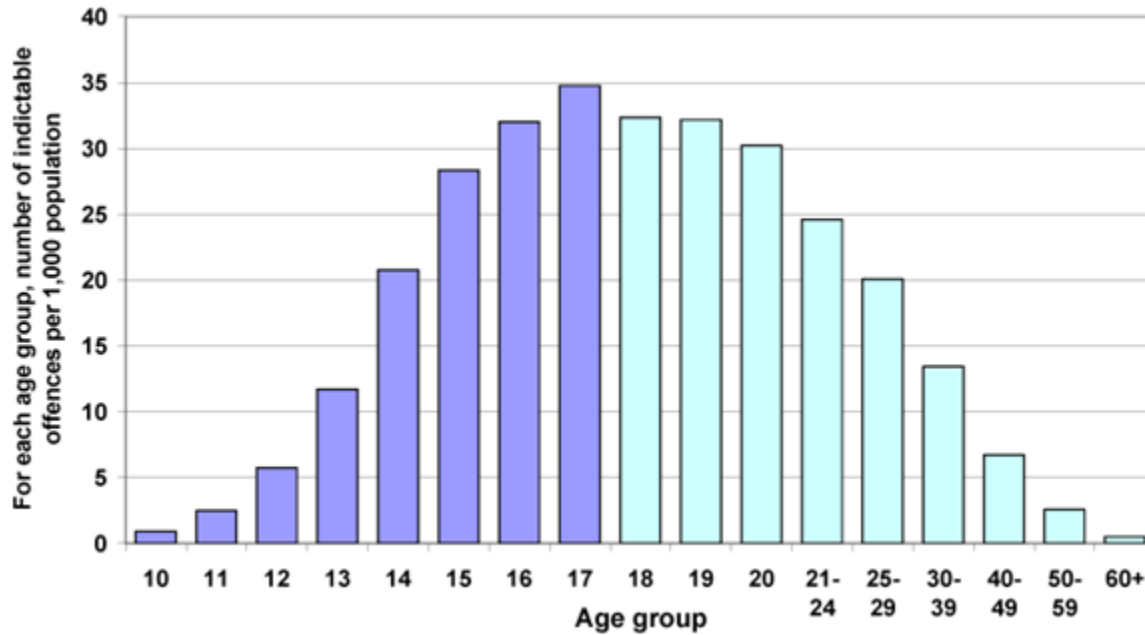
Four teens aged 15 to 17 years old have been arrested in connection with the attack.

The gang had been targeting homes in Whitepool for 4 months, burglarising 16 homes in total. Victims of each robbery reported that the teens were extremely violent, smashing up several items in their home and appeared to be intoxicated. Two of the gang are reported to have been involved in criminal behaviour in the past, having received Youth Rehabilitation Orders for vandalism.



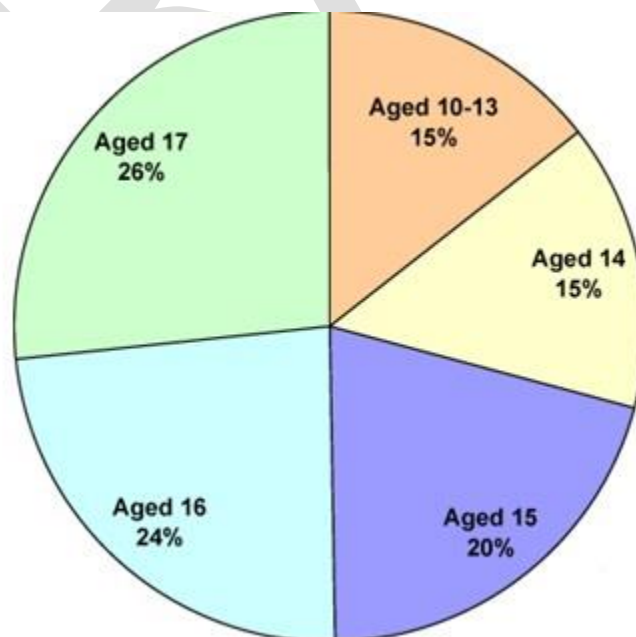
## Crime figures for England and Wales

a) Graph to show the number of indictable offences per age group for England & Wales; updated Dec. 2010



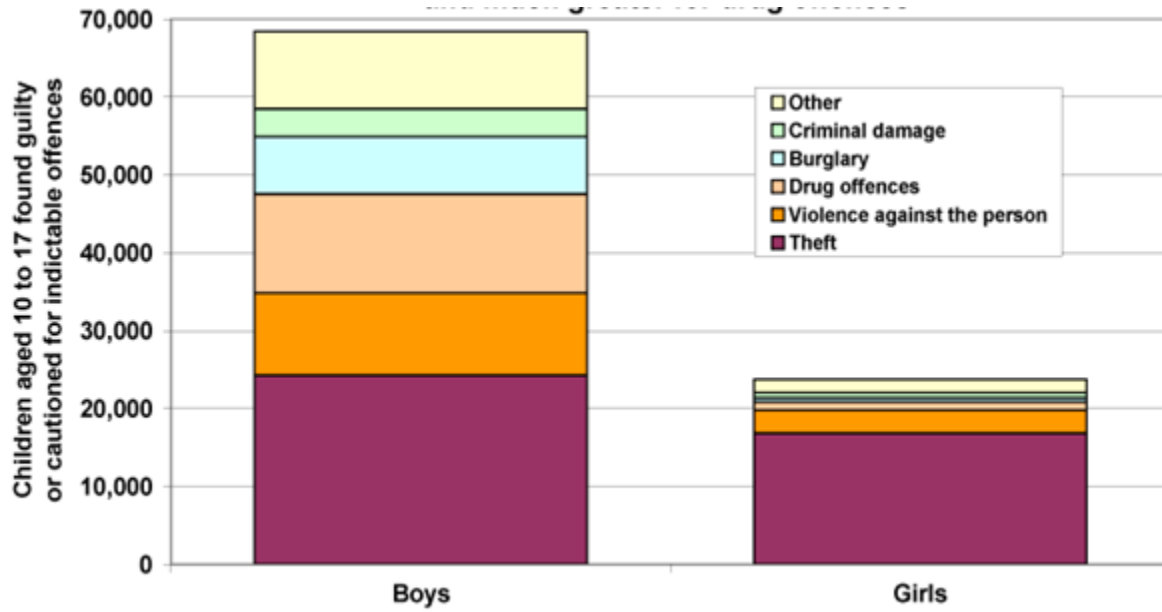
Source from: Crime Statistics, Ministry of Justice; The data is for 2009; England & Wales; updated Dec. 2010

b) Graph to show the proportion of offences committed per age group for youths in England and Wales; updated Dec. 2010.



Source: Criminal statistics, Ministry of Justice; the data is for 2009; England and Wales; updated Dec. 2010

c) Graph to show the patterns of youth offending according to gender and type of crime in England and Wales; updated Dec. 2010.



Source: Criminal statistics, Ministry of Justice; the data is for 2009; England and Wales; updated Dec. 2010

**Activity 1**

Discuss the reasons for the criminal behaviour of the gang in the case study.

In your answer you **must** make reference to:

- the **case study** and **crime figures for England and Wales**
- functionalist theories that would be used to explain this criminal behaviour
- theories on age and crime that would explain the behaviour of the group in the case study.

*You should spend 50 minutes on this activity*

(Total for Activity 1 = 24 MARKS)

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Use the **case study** to complete activity 2

**Activity 2**

Discuss the most appropriate crime punishment and prevention methods related to the type of crime in the case study.

In your answer you **must** make reference to:

- the **case study**
- postmodernist methods of crime prevention.
- Marxist perspective on punishment
- the most appropriate aim and type of sentencing

*You should spend 40 minutes on this activity*

(Total for Activity 2 = 16 MARKS)

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**Article: Interview with Tina Hadley**

**Young mother attacked by gang says she “no longer feels safe” in her home**

Tina Hadley, 21, speaks for the first time following the burglary at her home in which four teenage boys entered and threatened her at knife point.

The attack happened in the early hours of the morning. She had been asleep on the couch downstairs at her home when she was woken by the sound of the teens entering her home. Tina had been on a night shift at the hospital where she is training to be a nurse and says that she was so tired that she “*just flaked out on the couch*” when she got in, forgetting to lock the door.

Tina says the attack has had a severe impact on her.

*“I know I should have locked the door but I was so tired after the night shift. Since the attack I just don’t feel safe in my house anymore, I’m scared it will happen again and I just don’t want to live in the area. I’m just thankful my little girl was at her grandparents as I don’t know what they would have done had she been there. They were so angry and aggressive. One of them appeared to be in charge and was ordering them all about. It was such a scary experience.”*















# Unit 5: Applications of Criminology - Sample marking grid

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## General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

## Specific Marking guidance

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The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

## Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4	Band 5
<b>Apply knowledge and understanding of the nature of crime</b>	<b>0</b>	<b>1–4</b>	<b>5–10</b>	<b>11–15</b>	<b>16–20</b>	<b>21–24</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Demonstrates isolated elements of knowledge and understanding of general and specific theories, with limited links made between theories and the case study.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some knowledge and understanding of general and specific theories, with some logical links and connections made to the case study.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding of general and specific theories, with some logical links and connections made to the case study.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates accurate knowledge and understanding of general and specific theories, with sustained links and logical connections made to the case study.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehensive and accurate knowledge and understanding of general and specific theories, with sustained and comprehensive links made to the case study.</li> </ul>
		<ul style="list-style-type: none"> <li>Little or no attempt to use the data/ information, with little or no awareness of how it relates to the case study.</li> <li>A one-sided argument</li> </ul>	<ul style="list-style-type: none"> <li>Limited attempt to use the data/ information, demonstrating some awareness of how it relates to the case study.</li> <li>A one-sided argument that provides limited synthesis of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use the data/ information, with few links made to the case study.</li> <li>An argument that synthesises some relevant understanding but not entirely coherently.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the data/ information, with links made to the case study.</li> <li>An argument that synthesises mostly relevant understanding coherently.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the data/ information, with consistent links made to the case study.</li> <li>A well-developed argument that consistently synthesises relevant understanding coherently.</li> </ul>

## Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Apply knowledge and understanding of crime punishment and prevention methods</b>	<b>0</b>	<b>1-4</b>	<b>5-8</b>	<b>9-12</b>	<b>13-16</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>• Demonstrates some elements of knowledge and understanding of principles behind crime punishment and prevention methods.</li> <li>• Limited or no reference made to the case study.</li> <li>• Aim and form of sentencing is identified but description is vague.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of principles behind crime punishment and prevention methods.</li> <li>• Some logical links and connections made to the case study.</li> <li>• A description of the most appropriate aim and form of sentencing is given, which is occasionally justified through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of principles behind crime punishment and prevention methods.</li> <li>• Sustained and logical connections made to the case study.</li> <li>• A detailed description of the most appropriate aim and form of sentencing is given, which is mostly justified through the application of relevant evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive and accurate knowledge and understanding of principles behind crime punishment and prevention methods.</li> <li>• Sustained, logical comprehensive links made to the case study.</li> <li>• A detailed description of the most appropriate aim and form of sentencing is given, which is consistently justified through the application of relevant evidence.</li> </ul>

### Activity 3

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Rationalise judgments about the victim of crime and the impact of crime</b>	<b>0</b>	<b>1–2</b>	<b>3–5</b>	<b>6–8</b>	<b>9–10</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>• Generic statements made about:               <ul style="list-style-type: none"> <li>○ patterns of victimisation</li> <li>○ perspectives on victims of crime</li> <li>○ impact of victimisation.</li> </ul> </li> <li>• Rationale for why the individual is a victim of crime and the impact it has on them may be offered but are superficial and not supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Some logical links and connections made by applying knowledge and understanding of:               <ul style="list-style-type: none"> <li>○ patterns of victimisation</li> <li>○ perspectives on victims of crime</li> <li>○ impact of victimisation.</li> </ul> </li> <li>• Rationale for why the individual is a victim of crime and the impact it has on them are offered but not always supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained and logical connections made by applying knowledge and understanding of:               <ul style="list-style-type: none"> <li>○ patterns of victimisation</li> <li>○ perspectives on victims of crime</li> <li>○ impact of victimisation.</li> </ul> </li> <li>• Rationale for why the individual is a victim of crime and the impact it has on them are offered and supported.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustained and comprehensive, logical connections made by applying knowledge and understanding of:               <ul style="list-style-type: none"> <li>○ patterns of victimisation</li> <li>○ perspectives on victims of crime</li> <li>○ impact of victimisation.</li> </ul> </li> <li>• Rationale for why the individual is a victim of crime and the impact it has on them always offered and fully supported.</li> </ul>

## Activity 4

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
<b>Interpret and analyse information to assess the impact of the fear the crime</b>	<b>0</b>	<b>1–2</b>	<b>3–5</b>	<b>6–8</b>	<b>9–10</b>
	No rewardable material.	<ul style="list-style-type: none"> <li>Limited or no attempt made to interpret or draw links to the case study and article.</li> <li>Applies some knowledge and understanding of the media as a contribution to fear of crime.</li> <li>Judgements on the fear of crime may be offered but are not supported.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to interpret the case study and article with some logical links made.</li> <li>Applies mostly accurate knowledge and understanding of the media as a contribution to fear of crime.</li> <li>Judgements on the fear of crime are offered but not always supported.</li> </ul>	<ul style="list-style-type: none"> <li>Interprets the case study and the article with sustained and logical connections made.</li> <li>Applies accurate knowledge and understanding of the media as a contribution to fear of crime.</li> <li>Judgements on the fear of crime are supported.</li> </ul>	<ul style="list-style-type: none"> <li>Detailed interpretation of the case study and the article with sustained and comprehensive connections made.</li> <li>Applies comprehensive and accurate knowledge and understanding of the media as a contribution to fear of crime.</li> <li>Judgements on the fear of crime are thoroughly supported.</li> </ul>