



## Crime, Policing and Punishment Chapter 1: Introduction to the Controlled Assessment.



### **Learning Gain**

By the end of this series of lessons we will have **examined** the skills needed for policing and have compared them to what was present in the police force of 1880, used notes to **create a flow chart** of developments in policing linked to the shortcomings already discussed.



### Learning Steps:



- Explore the History results for 2013-14.
- Think about the progress you as an individual need to make.
- Explore how your controlled assessment fits into this.
- Begin the contextual work for task A.

## **Results**

Bradford Academy A\* - C  
including English and Maths

**47%**

Bradford Academy A\* - C

**54%**

English  
Maths

**57%**

**64%**

GCSE History A\* - C

**67%**

**2nd Highest.**

## The Most Able -

### A\* - A:

Maths 3.8%

English 5.5%

History 30%

Importance of Coursework:

Average % Y11 Group 1: 81.6% (A)

Average % Y11 Group 2: 73% (B)

**Group 1 - 6 (A\*)**

**8 (A)**

**Group 2 - 4 (A\*)**

**3 (A)**

**Worth 25%  
of your final  
overall score.**



**Case Study -**



**Akdas Farrid**

**Target Grade - E**

**Grade at end of Year 10 - D**

**Teacher Predicted Grade - C**

**Coursework Grade - A\***

**Final Grade - A**

## **Current Situation:**

**11L1: 13 on or above target. 59%**  
**6 one grade below target. 27%**  
**3 significantly below target. 13%**  
**A\* - C pass rate 65% (83%)**

**11R1: 14 on or above target. 67%**  
**6 one grade below target. 28.5%**  
**1 significantly below target. 4%**  
**A\* - C pass rate 67% (86%)**

**Next Steps:**

**Use the feedback in your book and your grade information to complete the Annual Progress Review sheet.**



## **Task A - Controlled Assessment.**

### **HISTORICAL EXPLANATION**

You are going to examine the way policing changed over a set period of time in the late 19th/early 20th century.

You will then explain this in a piece of extended writing.



Unfortunately criminals do not label themselves like this - they in fact go out of their way to make their capture harder.





Right my pretty coves watch  
this moving magic strip whilst  
I go 'bout my business.





So me strutt noddys can you tell me why we used our own language or are you a back jumping gump.



# MATCH THE PAIRS



You will be given either a card with some REAL Victorian criminal slang on it, or the meaning of some slang translated into Rozzer speak.

Your blag is to get out on the mean streets of this classroom and find your partner in crime.

You will have until the music stops to pair up. Sit down together when you are matched.



'Well, Bill Bolter, here you are at last,' cried the new-comer. 'If you hadn't sent me that message t'other day by the area-sneak 1 what got his discharge out of Coldbath Jug 2, I should ha'come all the same. I remembered that you was sentenced to six months on it; and I'd calkilated days and weeks right enough.'

'Sit down, Dick, and blow a cloud. Wot news since I see you last?'

'None. You know that Cranky Jem is nabbed. He and the Resurrection Man did a pannie 3 up Soho way. They got off safe with the swag; and the Resurrection Man went on to the Mint. Jem took to the Old House in Chick Lane 4 and let me in for my reglars 5. But after a week or ten days the Resurrection Man nosed 6 upon him, and will turn King's Evidence afore the beaks. So Jem was handed over to the dubsman 7 and this time he'll get lagged for life.'

'In course he will. He has been twice to the floating academy. 8 There ain't no chance this time.'

'But as for business,' said Dick Flairer, 'my gropus is empty. I have but one bob left in my cly 9 and that we'll spend in brandy. My mawleys 10 is reg'larly itching for a job.'

'Someot must be done - and that soon too,' returned Bill Bolter. 'By-the-bye, s'pose we try that crib which we meant to crack four years ago, when you got nabbed the next mornin' for fakin' a blowen's flag from her nutty arm? 11'

'You mean Markham's up between Kentish Town and Lower Holloway?' said Dick.

'The same. Don't you recollect - we settled it all the night we threw that young fellow down the trap in Chick Lane? Dick - what the deuce is a matter with you?'

'Two months ago I was up Hackney way, expecting to do business with Tom the Cracksman 12 which didn't come off; for Tom had been at the boozing-ken 13 all the night before, and had blowed his hand up in a lark with some davy's-dust 14. Well, I was coming home again, sulky at the affair breaking down, when as I got to Cambridge-Heath-gate, I heerd the gallopin of horses ...'



**Main**



21st Century  
Crimes



**Main**



Morning all...I would like you to come up with slang in the Victorian stylee for modern day crimes.  
Be prepared to explain your slang.  
As you were...



you have

minutes.



Plenary



lets be avin you...



Share Your Work



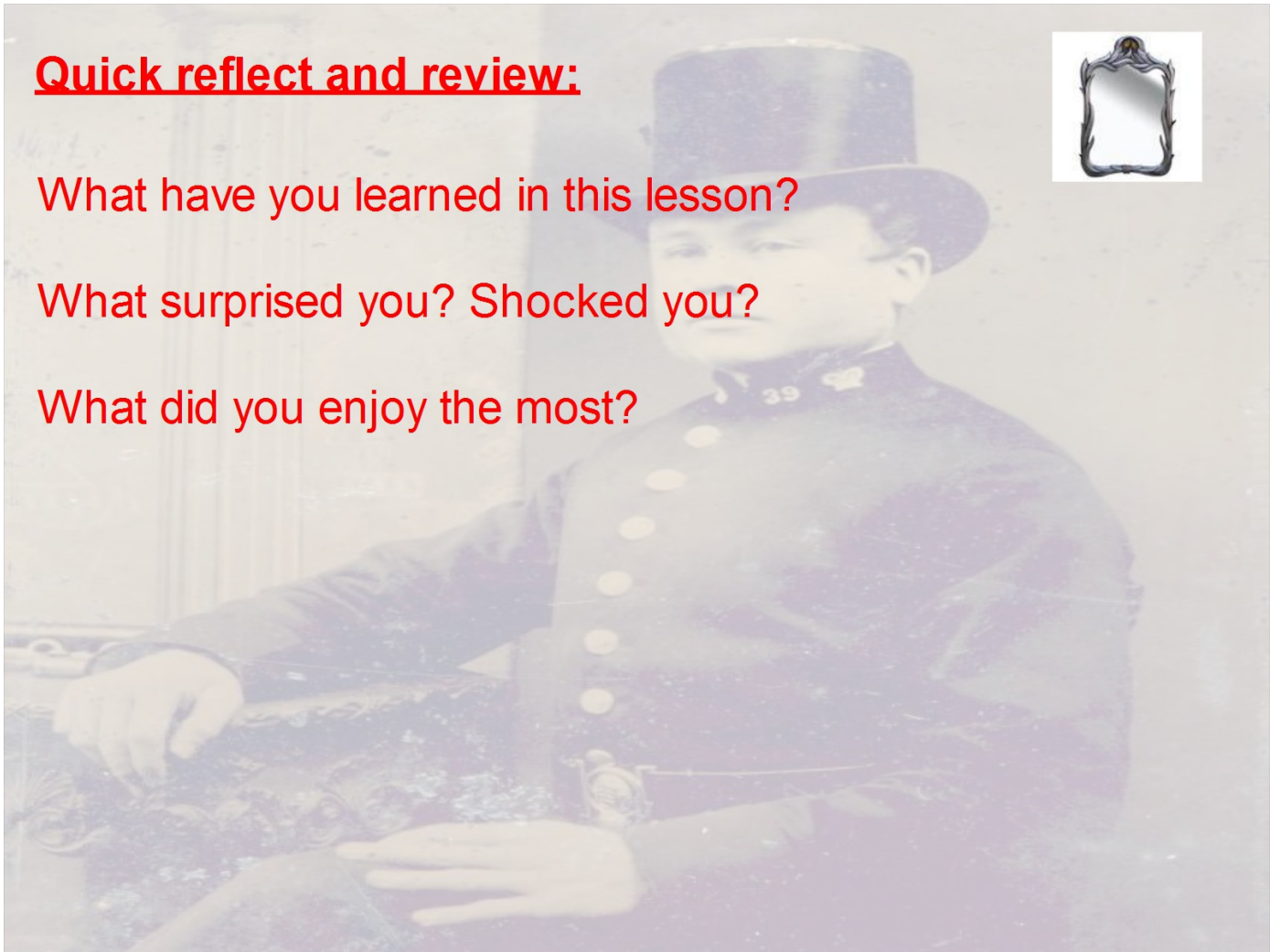
**Quick reflect and review:**



What have you learned in this lesson?

What surprised you? Shocked you?

What did you enjoy the most?





## Jack Dawkin's Poser...



### Right my Tommy Tuggs...

Look at the statements below and decide which is the hardest to do. Be prepared to explain your choice.

- **Patrolling the streets to make crime harder to commit.**
- **Stopping violence in pubs.**
- **Chasing and catching criminals seen in the act of a crime.**
- **Catching criminals who have left the scene of a crime.**







**Who is skilled enough to find my mother's murderer?**

**Take 5 minutes to brainstorm the skills you think those involved in crime detection require...**

The police in the late 19th century did not have the skills required to properly detect and investigate crime.

- Recognising clues at the scene of a crime.
- using the clues to understand how the crime had been committed and linking these to the person responsible.
- interrogating witnesses.
- making sense of a range of evidence.
- using available technology to track down criminals.



I literally have no clue!





On the sugar paper  
and in table groups  
list as many reasons  
you can think of for  
actually having a  
police force.

5 mins.







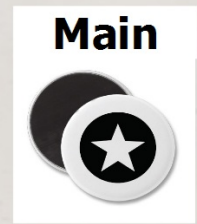
Choose a reporter  
to feedback your ideas.

**Main**



When the police had been set up in 1829 its main aim was to keep order and deter crime.





Use the page of information to create a timeline of the developments in investigative policing 1829 - 1883.



Complete the table using the page of information.



Plenary



**Right my little nosers and  
area sneaks...  
What did you come up with?**





**Next time...**

**We will look at the first real test for the new CID as they go head to head with...**



