

L2LP



EDUCOOT



# Exploring Forensic Science SAMPLE!



Student Worksheets

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# Assessment Brief 1

Programme Module Title:	CSI: Exploring Forensic Science
Assessment Technique:	Collection of Work
Weighting:	100%
Title:	The Work of a Forensic Scientist

## Guidelines:

You will be expected to:

1. Use the terminology of forensic science
2. Make observations and inferences about a crime scene photograph
3. Identify the people and processes involved in processing a crime scene
4. Make a list of the various types of physical evidence that can be found at a crime scene
5. Demonstrate evidence collection techniques
6. Work safely and precisely with science equipment
7. Measure substances accurately

## Assessment criteria:

- Answers should be correct.
- Structure answers in a logical and clear manner.
- Ensure the correct spelling of familiar and personally relevant words.
- In using forensic science vocabulary, use the terms such as crime scene, evidence, suspect, scientist, contamination and detective.
- Make observations and comment on crime scenes.
- When listing types of physical evidence, include the potential sources of physical evidence, e.g. fingerprints, hair and fibres, impression evidence such as tyre tracks, footprints and teeth marks.
- Explain how evidence is left behind at a scene, e.g. contact, impression, force.
- Demonstrate evidence collection techniques, e.g. use fingerprinting techniques on peers, identify patterns of fingerprints, observe your fingerprints and classify your prints as arch, loop, or whorl.



- Use tools and methods of a crime scene investigator, e.g. list materials required for the experiments, organise materials for a task and follow verbal, written or pictorial instructions.
- In carrying out methods of a crime scene investigator, carry out experiments to analyse physical evidence, e.g. identify substances, study fibres, etc.
- Work collaboratively with others when taking part in experiments and analysing physical evidence.
- Use a microscope, where available, to conduct basic comparisons between samples.
- Record findings by talking/signing/writing/using ICT and sketching in a journal.
- Work safely and precisely with science equipment, e.g. identify safety hazards that may occur in a lab, identify precautions to take, list ways in which a crime scene may be contaminated, list materials required, follow instructions, etc.
- Use a measuring jug and a graduated cylinder to measure a specific volume of liquid.
- Use weighing scales/balance to get a specific mass of a dry powder.
- Written and practical tasks must be complete.
- Include drawings and/or photographs as necessary.

Submission Date:

I, \_\_\_\_\_, confirm that this is my own original work.

Signed:

Date:





## Definition of Forensic Science

- Forensic science is a science that is used for the purposes of the law.
- It gives unbiased scientific evidence for use in the courts of law to solve a crime and to find the real criminal.
- It helps justice take its rightful course.
- Forensic science uses a range of sciences, e.g. Biology, Chemistry, Physics, Psychology, Social Science, Geology, et c.

1. Which sciences do you think are being used? Look up words you do not know.

**botanist, artist, toxicologist, anthropologist**



forensic \_\_\_\_\_



forensic \_\_\_\_\_



forensic \_\_\_\_\_



forensic \_\_\_\_\_



2. Complete the sentences about forensic scientists.

**age, criminals, evidence, innocent, Forensic, tests, scientists**

- a) Forensic \_\_\_\_\_ examine trace materials from crime scenes.
- b) Trace materials could be \_\_\_\_\_ for criminal investigations.
- c) \_\_\_\_\_ science work includes biology, chemistry and drugs or toxicology.
- d) The scientists study different parts of a victim's body, to identify the cause of death, gender, ethnicity, \_\_\_\_\_ and the time of death.
- e) While some forensic \_\_\_\_\_ can be completed in an hour, others could take months.
- f) Forensic science has saved thousands of \_\_\_\_\_ people from getting sentenced to imprisonment or punishment.
- g) Forensic science has also made sure that \_\_\_\_\_ are brought to justice.





8. Read the information.

An example of a chain of custody

After the evidence has been collected from the scene of the crime, it is placed in a container and then is labelled or tagged.

The tag names the specific scene the evidence came from.

The tag could include:

- Initials or names of the people collecting the evidence
- All people who come in contact with the evidence
- The date of collection and transfer
- The name of the agency, case number, and type of crime
- The name of the victim and/or the suspect
- Where the item is being stored
- A summary of what the item is

9. Think of a scenario where a crime has been committed. You have collected evidence. Fill in the evidence sheet below:



# EVIDENCE

Agency: \_\_\_\_\_  
 Item No: \_\_\_\_\_ Case No: \_\_\_\_\_  
 Date of Collection: \_\_\_\_\_ Time of Collection: \_\_\_\_\_  
 Collected By: \_\_\_\_\_  
 Description of Evidence: \_\_\_\_\_

Location of Collection: \_\_\_\_\_

Type of Offense: \_\_\_\_\_  
 Victim: \_\_\_\_\_  
 Suspect: \_\_\_\_\_

# CHAIN OF CUSTODY

Received From: \_\_\_\_\_ By: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_

Received From: \_\_\_\_\_ By: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_

Received From: \_\_\_\_\_ By: \_\_\_\_\_  
 Date: \_\_\_\_\_ Time: \_\_\_\_\_





# Types of Physical & Biological Evidence

1. Read: Here are some common types of physical and biological evidence that can be found at a crime scene:

- Blood, semen, saliva, hair, human or animal, biological samples, .....(this is biological evidence because it comes from something living)
- Documents, e.g. handwriting, letters, .....
- Drugs-illegal, manufactured, .....
- Explosives and residues
- Fibres, paint, .....
- Fingerprints, latent and visible
- Firearms and ammunition
- Glass-particles, fragments, .....
- Impressions, e.g. tyre marks, shoeprints, tracks, bite marks
- Organs and physiological fluids, e.g. existence of drugs or poisons, alcohol
- Petroleum products, e.g. gas residues, oil, .....
- Plastic bags, e.g. garbage bag
- Powder residues, e.g. gun powder
- Serial numbers, e.g. ID numbers
- Soil and minerals, e.g. soil in shoes
- Tool marks
- Vehicle lights
- Wood and other vegetative matter, e.g. wood, sawdust, plant material, etc.

And anything else linking a person or object to the crime scene

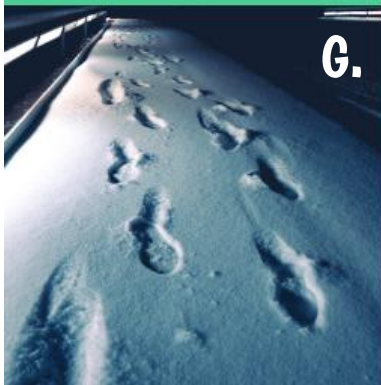
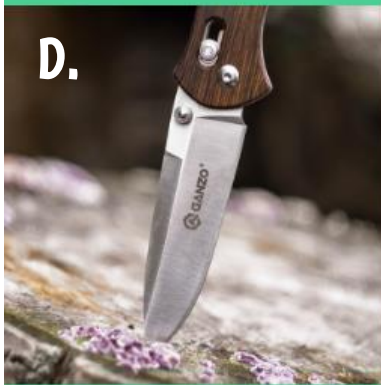
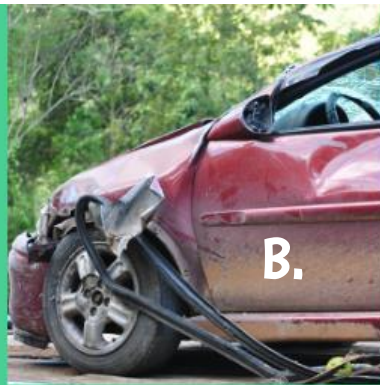
2. Label the types of evidence:







3. What types of physical evidence do you see below?



- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_
- G. \_\_\_\_\_
- H. \_\_\_\_\_
- I. \_\_\_\_\_





## EXPERIMENTS: TAKING FINGERPRINTS

In pairs: Study each other's fingerprints under a magnifying glass.

### EXPERIMENT I

This can get a little messy. Be careful not to damage your clothing.

#### What you need:

- Ink pad
- Piece of white paper
- Magnifying glass



#### Method:

- Take prints of thumbs and index fingers. Take one finger at a time and roll it from side to side on the ink pad.
- Make sure that the fingertip is coated lightly with ink from the top of your finger to the first joint.
- Put the piece of paper on the edge of a table and roll the inked finger from side to side once.
- Remove the finger from the paper carefully so that you do not smudge the fingerprint.
- Label fingerprints with "L" or "R" for left or right hand and "T" or "I" for thumb or index finger.
- Use a magnifying glass to compare your fingerprints to your partner's.

#### Results:

- Record your results in your Lab Report Notebook.



\*Include your fingerprints with your Portfolio.

★ LAB REPORT NOTEBOOK



## EXPERIMENT 2

In pairs: Study each other's fingerprints under a magnifying glass.

### What you need:

- Drinking glass
- Cocoa
- Brush (Small soft brush, e.g. soft camel hair or fibreglass)
- Transparent tape
- 5 sheets of light-coloured construction paper
- Magnifying glass



### Method to dust a glass:

#### Note:

- *When fingers are oily or sticky you get better fingerprints.*
- *Talcum powder should be used on dark surfaces.*
- *The dusting method is used to lift prints from hard surfaces. Lifting prints from smooth surfaces requires chemicals.*

- Press an oily or sticky finger on the side of a drinking glass.
- Coat the fingerprints with a dusting of cocoa powder.
- Brush gently with either a camelhair or fibreglass brush. The fingerprints should remain.
- Place the sticky side of the tape on the dusted fingerprint.
- Carefully lift off the tape and place on light-coloured construction paper.
- Look at your fingerprints under a magnifying glass.
- Compare your fingerprints with your partner's.

### Results:

- Record your results in your Lab Report Notebook.



\*Include your fingerprints with your Portfolio.

**\*LAB REPORT NOTEBOOK**



4. Do this experiment in your group.

## EXPERIMENTS: CHROMATOGRAPHY

**Purpose:** To find out if black markers are really black or made out of different dyes; to separate the colours of ink with water as a solvent

**\*Write your hypothesis in your Lab Report Notebook.**

### What you need:

- 4 glasses
- Water
- Paper towel
- 4 different black markers, labelled 1 to 4
- Magnifying glass



### Method:

1. Cut up a piece of kitchen paper towel into 4 strips.
2. On the strips of paper towel, draw a circle around an inch from the bottom and colour them in with the different markers
3. Fill up the glasses with around 1/4 inch of water in each.
4. Put the 4 pieces of paper towel into the water of the 4 different glasses. *Make sure that you don't let the ink spot touch the water.*
5. Fold the paper over the glass to hold it in place.
6. Make sure you know which glass has which marker.
7. Watch the water travel up the pieces of paper towel.
8. When the ink has travelled to the paper at the top of the glass, remove it and place it on a sheet of white paper to dry.
9. Look carefully at the colours.
10. Use a magnifying glass.

### Results:

Record your results.

## ★ LAB REPORT NOTEBOOK

Chromatography is a method used by scientists for separating compounds so that they can be analysed and studied. By analysing a compound, a scientist can figure out what makes up that compound.



3. Do this crime scene investigation with your group. **★ TEACHER NOTES**

## CSI: TRACE EVIDENCE

Before you begin gathering your evidence, draw a rough diagram of the crime scene below. Make some notes on the diagram, e.g. naming possible evidence, drawing location, using labels, etc. Take photographs. Take measurements.

**OBSERVATIONS**



Purpose: To gather trace evidence at a mock crime scene and solve the crime



### What you need:

- Mock crime scene
- Write your list of materials in your Lab Report Workbook.

### Method:

- Write your method in your Lab Report Workbook.
- Use evidence markers.
- Collect the evidence.

### Results:

**★ LAB REPORT NOTEBOOK**



Do this crime scene investigation with your group.

## CSI: FOOTPRINT EVIDENCE

Before you begin gathering your evidence, draw a rough diagram of the crime scene below. Make some notes on the diagram, e.g. naming possible evidence, drawing location, using labels, etc. Take photographs. Take measurements.

**OBSERVATIONS**



Purpose: To gather footprint evidence at a mock crime scene and solve the crime

What you need:

- Mock crime scene
- Write your list of materials in your Lab Report Workbook.

Method:

- Write your method in your Lab Report Workbook.
- Use evidence markers.
- Collect the evidence

Results:

Record your results.

**★ LAB REPORT NOTEBOOK**

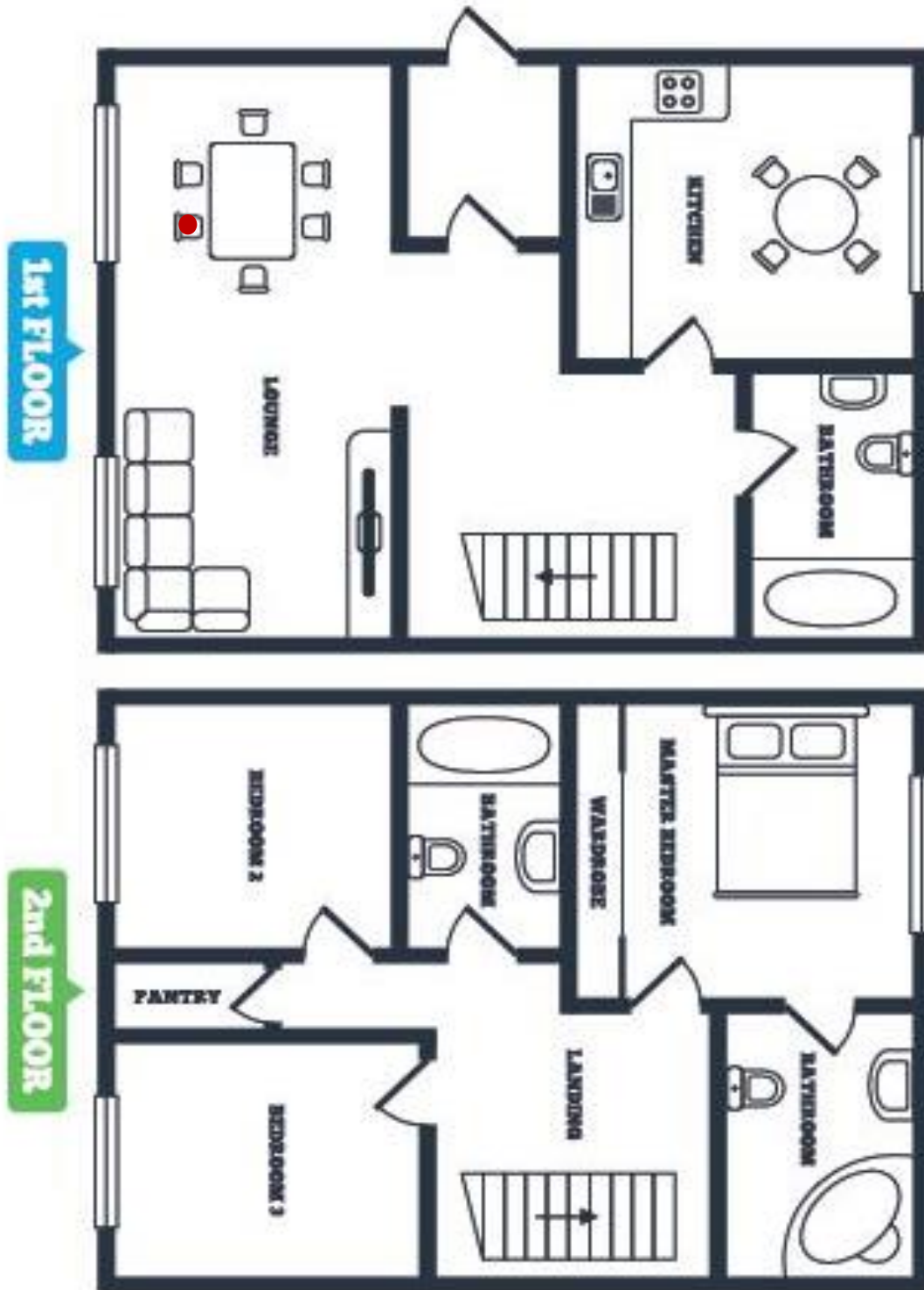


**Who or what  
left this  
footprint?**



. Listen to your teacher. Follow the instructions.

Front Door



Did you land in the right place? \_\_\_\_\_



## B. Questioning Witnesses

At a crime scene, crime scene investigators must ask the right questions quickly before memories begin to change.

No matter which crime was committed, the crime scene investigator has usually only one opportunity to interview witnesses on the spot.

Are witnesses always reliable?

### ★ TEACHER NOTES

1. Try the memory activities! Will you make a good eyewitness?

Examples:

- What's Missing
- Classroom Mix-up
- A Trip to Memory Market
- Phone It!
- Simply "A-maze-ing"

2. Talk about who might be the best witness in this scene below!





## . Studying Crime Scenes

I. Look at this crime scene below.

Information:

- A cleaner, Ray White, was murdered in an office at on Thursday 4<sup>th</sup> January.
- The cleaning company dropped the cleaner off at the office at 6 p.m. When the company returned to collect the cleaner at 7.30 p.m., they found him dead in an office he was cleaning. The people were found him were the boss of the company, Marco Lee and another worker, Jim Tracy.
- The police and ambulance were called immediately.
- Ray White had apparently died from a blow to the head although no weapon was found.
- There was no forced entry into the office building although cleaners always locked the buildings that they were working in.
- In Ray's pocket, police found his mobile phone, with no calls or messages on it. They also found a note which read: 'Darling Ray, remember me, Annalee'



2. In your group, talk about how you would process this crime scene.

If you were the crime scene investigator:

a) What evidence would you collect?

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b) Which tools would you use?

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c) Which tests should be carried out?

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d) Write some results. (you can make these up!)

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e) Write a brief theory about the crime and possible motive.

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f) Make predictions about a possible suspect based on observations, information you gathered, clues, or evidence.

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## A. Whodunnit?



Work in groups.

1. Read about the case. This is Case Number #HGA632

Mr Jingles, the maths teacher, was found murdered in his classroom. He lived alone and was only found when school opened the following day. The school cleaner found him slumped over his desk at 8 a.m. It was estimated by the medical examiner that he had been killed at 10 p.m. the night before. He had been working on his lesson plans at the time and they were spread across the desk. Some had fallen to the floor.

Mr Jingles appeared to have been killed by a blow to the head with a blunt instrument. There was a large heavy ornament lying on the ground. There was blood on the ornament and part of it had broken off.

The headmaster and teachers at the school were interviewed. Everyone commented on what a gentle and kind man he was. He was loved by the students too. In fact, he had won the 'Teacher of the Year' award several years in a row.

Mr Jingles led a quiet life. He had a niece who lived nearby, and she would often pop in to see him and they would spend hours chatting. She seemed to adore her uncle.

Mr Jingles also had a few good friends in the village. They would meet at the local pub once a week and they won every Pub Quiz there was.

There was no sign of a forced entry at the school.

2. As a group, read and discuss the characters. You can do 'mock interviews' with the suspects.

### The headmaster

Name: Mr Violet

- Hard-working, kind and fair headmaster
- School has won many awards, especially Maths awards for Mr Jingle's pupils
- Well-liked by staff and pupils
- Alibi: He was at home with his wife at 10 p.m.



Questions you would ask:

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## ★ TEACHER NOTES

## EXPERIMENT: FABRIC LABORATORY 2

Purpose: To match the fabric at the crime scene to a suspect

What you need:

- Burn Test Chart
- Fabric samples
- Bunsen burner
- Forceps or tweezers (fireproof)



Method:

- For each fabric sample:
- Hold each type of fibre with forceps or tweezers. *Be careful of the flame.*
- Bring the sample slowly into the flame of the Bunsen burner.
- Note any odour.
- Note whether the fabric carries on burning when you slowly remove it from the flame.
- Note the colour of the flame.
- Note the type of ash or residue.
- Note the colour of the smoke.
- Do not smell the burning fabrics directly; instead, use your hand to waft the fumes towards your nose!
- Make notes in your Lab Report Notebook.
- Compare the tested fabrics with the fabric found at the crime scene.

Results:

Record your results.

★ LAB REPORT NOTEBOOK

Be Safe!



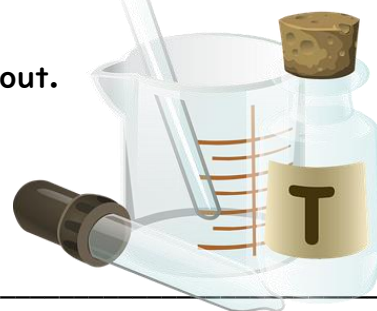


## A. Evaluating your Investigation

1. As a group, talk about the experiments you carried out.

2. As a group, decide your favourite two experiments.

Experiment Name:



a) What were you trying to find out?

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b) What happened?

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c) What did the experiment prove?

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d) Why did you enjoy this experiment?

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e) What skills did you learn?

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# Appendix 10: Mapping of Learning Outcomes

## STRAND 1: THE WORK OF A FORENSIC SCIENTIST

Students should be able to

### The terminology and processes of forensic science

1.1 use the terms crime scene, evidence, suspect, scientist, detective, contamination and other relevant terms **Pages 8 to 17 (forensic science vocabulary), throughout the course, Lab Report Notebook, Teacher Notes Appendix 1**

1.2 make observations and inferences about a crime scene photograph (what's missing, broken, out of place) **Pages 18 to 20 (making observations)**

1.3 identify the people involved in processing a crime scene **Pages 21 to 24 (people involved in a crime scene)**

1.4 sequence the steps involved in processing a crime scene **Pages 23 and 24 (sequence of process), Teacher Notes Appendix 2**

### The various types of physical evidence that can be found at a crime scene

1.5 identify from a list, potential sources of physical evidence: fingerprints, hair and fibres, impression evidence such as tyre tracks, footprints and teeth marks **Pages 25 to 27 (types of physical and biological evidence), mock crime scenes**

1.6 communicate how evidence is left behind at a scene, e.g. contact, impression, force **Page 28 (how evidence is left behind), mock crime scenes**

1.7 demonstrate an understanding of the various evidence collection techniques, e.g. use fingerprinting techniques on peers, identify patterns of fingerprints, observe their fingerprints and classify their prints as arch, loop, or whorl **Pages 34 to 37 (fingerprinting), Pages 38 to 47 (hair and fibre evidence), Pages 48 to 53 (impression evidence), Pages 54 to 55 (chromatography), Pages 56 to 59 (soil evidence), Pages 60 to 62 (powder analysis), Pages 63 to 64 (DNA), Pages 65 to 66 (blood spatter), Page 67 (lip prints), Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

### Learn to use the tools and methods of a crime scene investigator

1.8 list materials required for the experiments **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

1.9 organise materials for a task **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

1.10 follow verbal, written or pictorial instructions with a small number of steps **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

1.12 work collaboratively **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)** with others

1.12 identify substances through basic experiments, using a key provided **Pages 31 to 32 Lab Report Notebook (collecting and analysing evidence – experiments for chromatography), Pages 37 to 39 Lab Report Notebook (collecting and analysing evidence – experiments for powder analysis)**

1.13 use a microscope, where available, to conduct basic comparisons between samples **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

1.14 record findings by talking/signing/writing/using ICT and sketching in a journal **Pages 12 to 45 Lab Report Notebook (collecting and analysing evidence – experiments)**

### **Working safely and precisely with science equipment**

1.15 identify safety hazards that may occur in a lab and the precautions to take to avoid such hazards **Pages 29 to 32 (preparing for the laboratory), Pages 4 to 9 Lab Report Notebook (preparing for the laboratory)**

1.16 list ways in which a crime scene may be contaminated **Pages 14, 69 (contamination), Page 7 Lab Report Notebook (contamination)**

1.17 use a measuring jug and a graduated cylinder to measure a specific volume of liquid **Pages 10 to 11 Lab Report Notebook (weighing and measuring), Page 25 Lab Report Notebook (measuring plaster of Paris ingredients), Page 31 Lab Report Notebook (measuring water for chromatography), Pages 37 and 38 Lab Report Notebook (measuring for powder analysis), Page 40 Lab Report Notebook (DNA experiment)**

1.18 use weighing scales/balance to get a specific mass of a dry powder **Page 33 (weighing in the laboratory), Pages 10 to 11 Lab Report Notebook (weighing)**



## STRAND 2: SCENE OF THE CRIME: EVIDENCE COLLECTION

Students should be able to

### **Finding evidence**

2.1 identify sources of evidence at crime scenes **Pages 71 to 72 (what evidence is collected), Pages 73 to 76 (trace evidence)**

2.2 sequence steps for recording evidence at crime scenes (first, next, then...) **Page 77 (steps for analysing a crime scene)**

2.3 make observations at a mock crime scene and deduce what might yield evidence **Pages 78 to 89 (making observations, collecting and analysing evidence), Lab Report Notebook**

2.4 identify, from a written or pictorial list, what laboratory tests can be performed on the physical evidence at the scene **Page 76 (suggesting lab tests)**

### **Processing and collecting evidence properly**

2.5 follow a series of spoken/signed or pictorial instructions under supervision **Pages 90 to 92 (listening to instructions), throughout the course, especially during experiments, Pages 47 to 56 Lab Report Notebook (following experiment instructions)**

2.6 with assistance, collect evidence such as fabric fibres and fingerprints/footprints without contamination **Pages 47 to 56 Lab Report Notebook (collecting and analysing evidence)**

2.7 estimate and measure related objects **Pages 47 to 56 Lab Report Notebook (writing up findings and conclusions of experiments)**

2.8 record findings (writing/drawing/using ICT/differentiated worksheets) **Pages 47 to 56 Lab Report Notebook (recording findings)**

2.9 use basic functions on a digital camera, which may include uploading photos to a computer **Pages 78 to 89 (making observations, collecting and analysing evidence, taking photos), throughout the course – including photographic evidence with the Portfolio**

## STRAND 3: SCIENTIFIC LABORATORY TESTING: SOLVING THE CRIME

Students should be able to

### Gathering evidence from suspects

3.1 listen to obtain information **Pages 99 to 103 (eyewitness and listening) activities, Page 104 (facial composites – listening), Strand 2 Pages 90 to 92 (listening to instructions), throughout the course, especially during experiments, Page 109 to (questioning suspects)**

3.2 demonstrate good practice when collecting evidence, selecting and using appropriate measurement tools **Pages 116 and 117 (processing a crime scene), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

3.3 with prompts, make decisions about which information from a witness interview is useful **Pages 102 and 103 (noting important information), Pages 106 and 107 (eyewitness statement)**

3.4 identify the key questions to answer in helping to solve the crime, e.g. Who was here last? Who wrote this note? **Page 108 (questions), mock crime scenes throughout the course, Pages 110 to (studying crime scenes), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

### Applying their previous course laboratory activities to solve a crime

3.5 repeat/carry out further laboratory tests to those in strand 3 for comparisons **Pages 118 to 129 (Whodunnit scenario – crime scene observation, collection of evidence, suspects, analysing evidence, motive, theory), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

3.6 demonstrate an understanding of cause and effect **Strand 2 Pages 93 to 95 (cause and effect), Pages 110 to 115 (studying crime scenes), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

### Developing a theory/motive/ story related to the crime scene being investigated

3.7 identify simple patterns and classifications suggested by an exploration of evidence gathered **Pages 110 to 115 (studying crime scenes)**

3.8 explain the basis for groupings using differences in materials **Page 62 Lab Report Notebook (fibres), Page 64 Lab Report Notebook (fibres), Strand 1 Page 62 (powder analysis)**

3.9 make rudimentary predictions about a possible suspect based on observations, information gathering and clues, or evidence they can measure using simple equipment **Pages 118 to 129 (Whodunnit scenario – crime scene observation, collection of evidence, suspects, analysing evidence, motive, theory), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

3.10 create an uncomplicated storyboard/timeline which demonstrates their theory of what happened **Pages 110 to 115 (studying crime scenes), Pages 118 to 129 (Whodunnit scenario – crime scene observation, collection of evidence, suspects, analysing evidence, motive, theory), Pages 58 to 67 Lab Report Notebook (carrying out experiments with relation to the Whodunnit or a similar investigation)**

## STRAND 4: CONCLUDING THE INQUIRY

Students should be able to

### **Preparing to present evidence**

4.1 identify the steps required to complete a task **Page 137 (steps)**

4.2 put steps into a logical sequence or order **Pages 137 and 138 (sequence)**

4.3 create a timeline tracing the procedures carried out **Page 138 (timeline)**

4.4 create a visual representation of the crime scene **Page 134 (sketching and photographing the crime scene), Crime Investigation Board**

4.5 contribute to the planning of a conclusion to the crime scene investigation which will reveal the solution to the crime **Page 133 (describing the crime scene), Page 134 (sketching and photographing the crime scene), Page 135 (possible suspects and recordings of interviews), Page 136 (solving the crime), Crime Investigation Board**

### **Presenting the evidence as part of the forensic team**

4.6 make an individual (or contribute to a team) presentation of the evidence in the concluding activity, e.g. a written report/oral presentation/digital presentation to peers or an invited audience **Page 140 (presentation), slideshow**

4.7 express personal opinions, facts and feelings appropriately, e.g. expressing an opinion on the evidence to peers, participating in a formal interview with 'suspects' **Page 135 (possible suspects and recordings of interviews), Page 139 (opinions and facts), presentation**

### **Evaluating**

4.8 communicate what worked best in terms of experiments conducted and investigative procedures followed **Pages 141 to 144 (evaluating your investigation)**

4.9 identify knowledge and skills developed and those they wish to improve **Page 144 (skills learned / skills to improve on)**

4.10 link learning to other areas of the curriculum and their lives **Pages 145 to 147 (linking forensic science)**

Includes:

