



# Year 12- Year 13 SIL

Topic - Unit 8 Custodial Care, Unit 6 Government and the protective services

NEW College Pontefract



# Student details

- Name -
- L-Number –
- Target grade–

# SIL Content

- Unit 6 Government and the protective services.-  
Research task and exam style task
- Unit 8 Custodial care – Tasks, posters, PowerPoint,  
academic report

# Unit 8 custodial care- Task 1

- In the table below provide a description of each of the physical security measures and 2 examples of different types used in custodial environments.

| Physical Security measure     | Description and types |
|-------------------------------|-----------------------|
| Locks                         |                       |
| Cells                         |                       |
| Alarms                        |                       |
| Fences                        |                       |
| Gates                         |                       |
| Security of surrounding areas |                       |

# Unit 8 Custodial care- Task 2– Sentencing

- <https://www.sentencingcouncil.org.uk/>
  - <https://www.gov.uk/how-sentences-are-worked-out>
  - <https://www.gov.uk/types-of-prison-sentence>
  - <https://www.judiciary.uk/you-and-the-judiciary/sentencing/>
  - <https://www.legislation.gov.uk/ukpga/2020/17/contents>
- Use the above links for information regarding sentencing and complete the 4 case study activities on the next pages. Your answers to the questions will be displayed in 1 Microsoft word document for all 4 case studies



# Sentencing case study 1

- Case Study 1

- Johnny (22) has just graduated as a teacher and has just been offered a high paid position with a local school. He decides to go out on a night out with a group of friends to celebrate. They have been out since 8pm and it is now 2am, with the group getting ready to leave the last bar and get a taxi home. As they head for the exit, Johnny bumps into Andy (25) who has been queuing patiently at the bar. Andy believes that Johnny is trying to push ahead of him in the queue and pushes Johnny away. Johnny believes that Andy is trying to cause trouble and pushes him back against the bar and a fight breaks out. Johnny punches Andy (who is quite drunk) a number of times and he falls to the ground, where upon Johnny gives him a final kick and leaves.
- Andy is admitted to St. Helens Hospital suffering from a fractured cheekbone and broken ribs. He is unable to work for 4 weeks and loses his job as a builder as a result.
- Johnny is arrested and charged with s.20 Grievous Bodily Harm. He has been found guilty and is awaiting sentence. If he is given a custodial sentence he will be unable to work as a teacher and his job offer will be withdrawn. Before the trial he wrote to Andy to apologise or what he had done.
- *You are the Magistrates in Johnny's case consider and answer the following questions*
  - **1. What sentence are you going to give to Johnny?**
  - **2. Why are you giving this sentence?**
  - **3. What support should be given to Andy?**
  - **4. What support (if any) should be given to Johnny?**

# Sentencing Case study 2

## Case Study 2

Samantha (42) committed a vicious sexual attack on a Beth (9) over 10 years ago. She was found guilty and sentenced to serve 8 years in prison for the crime. The crime generated widespread public opinion at the time and there were a number of campaigns to increase Samantha's sentence, one of which had the support of local councillors and the MP. However due to a procedural error her conviction was overturned by the Court of Appeal 5 years ago.

Upon release it was decided that Samantha was at considerable risk of persecution and gave her a new identity and police protection which cost in excess of £100,000 a year. Samantha had to move home and has been living under her new identity for some time. However Samantha was recently stopped by the Police and found to be in possession of large quantities of cannabis and heroine. On a later search of her property Police found a large quantity of child pornography and equipment such as ropes and handcuffs which Police suspect she may have been planning to use to abduct another child.

For the last 10 years Beth has found it difficult to cope with the consequences of her attack at the hands of Samantha. She has no spoken to her family in 4 years and lives alone. She has problems forming relationships with men and has no close friends. Her employer recently sacked her for being intoxicated in work. She has recently become dependant on anti-depressants and has confessed to a councillor that she feels suicidal after her ordeal.

Samantha has been arrested and charged with a number of offences. She is now awaiting sentencing. It is widely feared that if she is released she will suffer reprisals from the public (who have become aware of her latest actions through the media), and there are also concerns that she may be a risk in a regular prison.

*You are the Crown Court in Samantha's case. Consider and answer the following questions in sentencing.*

- 1. What sentence should be given to Samantha?**
- 2. Why are you giving this sentence?**
- 3. What support should be given to Beth?**
- 4. What support (if any) should be given to Samantha?**

# Sentencing case study 3

## Case Study 3

Tatiana (18) is a member of the radical Islamic Group called *GlobalRevolution* which has been planning a major attack on Liverpool city centre. The plans are already in the later stages and the group have already begun to take their positions close to Liverpool. However MI5 and the Serious Organised Crime Agency have discovered the plan and have managed to catch a number of the key members of the group and Tatiana before the plan could enter the final stages.

Tatiana has been held for 30 days without charge during which she has been subject to regular interviews and interrogation by a number of government figures and her DNA and other private information has been taken. She now maintains that she was not a senior figure within the group and was planning to leave before the planned attack. However there has been no evidence found to support this.

It is now believed that some of the members of *GlobalRevolution* who managed to escape arrest are planning another strike on Liverpool, the police are now conducting further enquires.

Tatiana is charged with a number of offences under the ***Terrorism Act 2005***, it is advised by the security services that to detain her any further without good reason would provoke hostility in the community, whilst releasing her prematurely may give a boost to the terrorist group.

*You are the Crown Court in Tatiana's case, consider and answer the following questions in sentencing.*

1. **What sentence would you give to Tatiana?**
2. **Why would you give this sentence?**
3. **What issues of National Security must be considered?**



## 4. What further actions would you advise from the Police and Security Services?

# Sentencing Case Study 4

### Case Study 4

Bert (74) lives alone on a council estate in St. Helens. He is regarded by his neighbours as a bit of an eccentric; he has been seen regularly talking to himself whilst out in public and has a habit of saying the first thing that comes to mind without considering the consequences. This has drawn considerable attention to Bert in the neighbourhood, in particular from a local group of teenagers led by Amir (18). Amir and his group decide that they will have fun at Bert's expense by tormenting him. At first this starts as relatively minor incidents such as playing 'knock and run', however over the course of 3 months it begins to escalate and their actions become much more severe with one such example being setting fire to Bert's wheelie bin.

The actions of Amir and his gang have had a noticeable impact on Bert; he has become far more aggressive in his behaviour towards young people and has threatened Amir and his group with 'a good beating'. One night Amir and the group decide to put rubbish through Bert's letterbox, however as they are doing this Bert opens the door and grabs Amir by the neck and begins to punch him across the face repeatedly. The group rush to his aid and begin to attack Bert to try and help Amir. As Amir breaks free he turns and kicks Bert half-heartedly in the chest while he is on his hands and knees. Bert is left paralysed by his injuries and now needs constant care.

Amir is arrested and questioned by the Police and gives his version of events. However in interviews with other residents on the council estate, the Police establish that Amir's group regularly made the lives of residents a misery and had attacked a number of people who had tried to confront them. In evidence Bert has told Police he was sick of being victimised by Amir and his group and was simply trying to get him to stop with his actions. Amir's defence team have argued that Bert's actions that night were above and beyond what would be needed to get Amir to stop.

*Amir has been charged with s.18 GBH with Intent and Bert has been charged with s.47 ABH. You are the Magistrates, consider and answer the following questions in your sentencing.*

1. What sentences are you giving to Amir and Bert?
2. Why are you giving these sentences?
3. What needs to be done on the council estate to address the current issues?
4. What provisions should be put in place for Bert and Amir?

# Unit 8 Custodial care- Task 4 - Searches

- <https://www.gov.uk/government/organisations/national-offender-management-service>
- Using the above link for information , teams resources and notes you have from lessons you will now be required to create 2 informative hand written posters
- Poster 1 – Searching of a Person
- Poster 2 – Searching of a vehicle
- Your posters must include information on how to carry out each of the above searches

Must have:

Pictures

Step by step guide how the search would be carried out

Considerations e.g. gender, age, situation

Rules and regulations

# Unit 8 Custodial Care- Task 5– What is dynamic security?

- Definition –

- Write down 5 positives of dynamic security

- 1.
- 2.
- 3.
- 4.
- 5.

- Write down 5 negatives of dynamic security

- 1.
- 2.
- 3.
- 4.
- 5.



# Unit 8 Custodial Care - Task 6 – Poster task

- Receiving and discharging prisoners.
- A3 poster 1- create a flowchart that shows the path a prisoner takes from being arrested to being received into custody (10 steps minimum)
- A3 poster 2 – create a flowchart showing prisoners path to being discharged from custody upon their release (10 steps minimum)
- Use the below links to help with your task as well as conducting your own research
- <https://www.doingtime.co.uk/how-prisonswork/the-first-weeks-in-custody/arrival-at-theprison/>
- <https://www.familiesoutside.org.uk/publications/information-sheets/expect-starting-prisonsentence/>
- <https://www.gov.uk/government/publications/prison-discharge-policy-psi-722011>
- <https://www.theukrules.co.uk/rules/legal/prisons/leaving-prison.html>

# Unit 8 Custodial care - Task 7 – Powerpoint

- Security measures in the custodial environment  
Create a PowerPoint presentation that effectively describes the physical and dynamic security measures used in the custodial environment.

Use the headings below to structure your PowerPoint

- Locks. • Cells. • Alarms. • Fences. • Gates. • Security of surrounding area, e.g. patrolling, routine and non-routine checks of security, areas, search equipment, definition of search area.
- Role of the prison officer in supporting dynamic security, e.g. normal activities, domestic visits, official visits.
- Intelligence systems, e.g. collection of and analysis of data.
- Relationship between staff and offenders.
- Relational security explorer – See, Think, Act
- Each slide must include a picture and detailed descriptions of each section

# Unit 6 Government- Task 8

## A4 Poster Task

### **Poster 1 – The Monarchy**

- What is the role of the Monarch?
- What are the responsibilities of the monarch?

### **Poster 2 – House of Commons**

- What is the composition of the House of Commons?
- Explain the role of the House of Commons?
- Describe the responsibilities of the House of Commons?

### **Poster 3 House of Lords**

- Describe the composition of the House of Lords
- Explain the role of the House of Lords
- Please make sure all your posters include pictures and answers to the questions above as well as some additional information or facts on the topics

Useful links :

[Parliament overview](#)

[House of Lords](#)

[House of Commons](#)

[Monarchy](#)

# Unit 6 Government Exam style questions

## Government and the Protective services – Exam style questions

1. The scope of protective services includes different uniformed services.

(a) Identify one uniformed armed protective service. (1)

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(b) Give two purposes of armed protective services. (2)

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( c ) Identify the government department responsible for  
policing in England and Wales (1)

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(Total for Question 3 = 4 marks)

# Exam Style questions

13 marks in total

Student target grade:

Mark achieved:

# Unit 7- Planning for major incidents

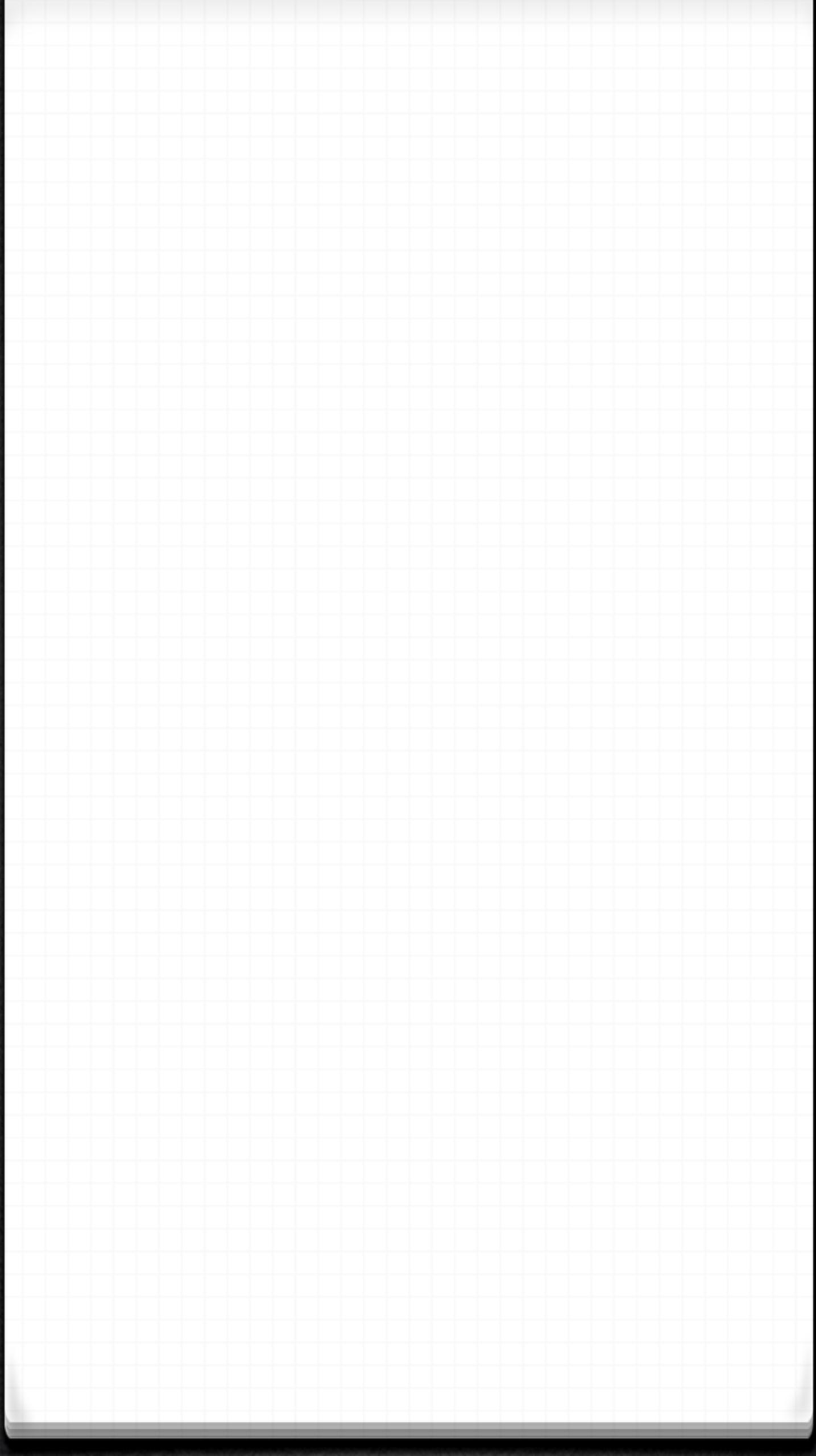
- Task 1 Research task - for each of the bullet points on the next page You must create a 1 slide informational poster showing the following points.
- Pictures of the type of emergency
- An example case study
- What the UPS involvement in the emergency was
- Summarise the causes of the emergency specific to the case study
- Overview the success or failure of the emergency services response.

# RESEARCH TASK

## Types of emergency

0 Emergencies or incidents may fall within one or more of the following categories:

1. Severe weather conditions/flooding
2. Major structural collapse
3. Major fire or explosion
4. Threats to public health
5. Incidents outside the UK that affect the people of the UK
6. War or terrorism
7. Major public disorder or criminal activity



## Activity 1

The emergency services and other public services carry out risk assessments for several potential incidents

- ✦ Large scale road traffic collisions
- ✦ Possible  plan/train accidents
- ✦ Terrorist activities
- ✦ Flooding
- ✦ Natural disasters such as tsunami or earthquake
- ✦ Health risks including diseases such as COVID19

Look at the above list and decide which possible risks are assessed and whether they are assessed by the emergency services or other public services Are the risks High or Low?

Present your findings in a poster highlighting which risks would be associated with each specific incident and

which emergency/public services would be involved

Extension – Describe the roles and responsibilities of at least 3 Uniformed protective service in 3 of the incidents above.



# Unit 11 – Expedition skills

## Complete the below quiz

### • The Countryside Code Quiz Questions

- Give two reasons why it is wrong to drop litter. (2 points)
- What should you do if you if you come across a farm animal in distress? (1 point)
- What should you check before you leave for an outing in the countryside? (1 point)
- Why should you use gates and stiles in the countryside and not climb over walls, hedges and fences?(2 points)
- How could you support the rural economy? (1 point)
- What should you do if a farm animal chases you and your dog? (1 point)
- Why should you never remove features of the countryside such as rocks, plants and trees? (1 point)

- What should you remember to do if walking through a field where crops are growing? (1 point)
- When riding a bike in the countryside, who must you slow down for? (3 points)
- What do each of the following symbols mean? See attached worksheet (5 points plus 1 bonus point)
- Who should you contact if you come across a sign that you think is illegal or misleading? (1 point)
- What must you remember to do if you go through a gate that was closed when you found it?(1 point)
- Why might a farmer sometimes leave a gate open? (1 point)
- What should you do if you are out walking between October and early April and you notice a fire?(1 point)
- What can a farmer do to a dog that is worrying their farm animals? (1 point)

- What should you do with your dog's mess? (2 points)
- Why should you keep your distance from wild animals or farm animals? (1 point)
- 18) What are the 6 main headings of the Countryside Code? (5 points plus 2 bonus points)
- Total = 34 points

# Unit 11 Expedition skills – Planning Case study 1

- Canoe Expedition, see remote mountains, deep lochs, tragic history and one of Scotland's finest pubs! A magnificent recipe for a truly outstanding canoe journey suited to more experienced paddlers.
  - Knoydart is perhaps Scotland's wildest mountain range, with only one settlement. The remote village of Inverie, which can only be accessed by boat or on foot – something unique in Scotland. Before the clearances Knoydart was home to over 400 inhabitants, most of whom were cruelly removed in 1853. The region is formed by the long sea lochs of Loch Hourn to the North and Loch Nevis to the South. This is a truly remote area with no road access into the central or western areas.
  - The Knoydart canoe expedition is a 5 day and 4 night river journey. By their very nature journeys on the water can be affected by weather and other environmental factors. Your guide/s may have to alter the itinerary to ensure group safety.
  - This trip is challenging and is mainly on open fresh water lochs and sea lochs. There is one fairly strenuous portage required. Due to its open waters and position on Scotland's West coast, this journey is the most exposed to wind of our canoe trips and the route may have to be altered to ensure success. Paddlers should have done at least one previous expedition by canoe or have done an intensive canoe skills training course of 3-5 days duration. If you wish we can help you prepare and get the most from your adventure holiday
- 
- On the next page create a list of equipment you will need for the case study above – you must include cost and a picture of the equipment needed

Equipment list

Pictures and costings

- Explain the development and purposes of different expeditions.
- 500 word essay on the above question

Final Task : READ A BOOK

How often do you read a book for pleasure?

What stops you from choosing to read a book?

Why read? Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability
- Text comprehension and grammar
- Breadth of vocabulary
- Positive reading attitudes
- Greater self-confidence as a reader
- Pleasure in reading in later life
- General knowledge
- A better understanding of other cultures
- Community participation
- A greater insight into human nature and decision-making

Over the summer, we would like you to read at least one book (this can be fiction / non-fiction and does not have to be related to Health and Social Care). Be prepared to give feedback to the rest of your class in September; you might want to prepare a flashcard to help.

We have books available in college (see your teacher) or you can borrow books from your local library, for free, once you have registered. You can also buy books from charities shops, often for under a pound. <https://www.wakefield.gov.uk/libraries-and-local-history/your-local-library/> <https://www.barnsley.gov.uk/services/libraries/>

# End of SIL

- Please ensure when handing in your SIL all sections are complete and the appropriate evidence is used for each section.
- Deadline for handing in your remaining SIL is the first lesson back after Summer.