# **BTEC Applied Science Transition Work**



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The BTEC Applied Science Level 3 course is a mixture of different assignment modules and examined science theory and practice. It is a rigorous, academic course that is highly valued by higher education and employers. So to help you succeed we would like you to complete these tasks before you start the course. Please bring the completed work with you on the first day of college.

This is a science course where you will learn how to gather and analyse all crime-related physical evidence for which Biology Chemistry and Physics will form a key part of the course.

#### **Forensic Science Questions**

**The Scene of Crime Questions** 

| 1. | What y | ear was | finger | prints | used to | solve | a murder | case |
|----|--------|---------|--------|--------|---------|-------|----------|------|
|    |        |         |        |        |         |       |          |      |

**1905** 

□ 1985

□ 1965

| ۷.        | What is the number one priority for officers who have just arrived at a crime scene?  |
|-----------|---|
|           | Arrest any suspicious personnel immediately   |
|           | Save and preserve the life of any victims whilst remaining safe themselves  |
|           | Secure and preserve the crime scene   |
| 3.        | Why are witnesses detained at the police station?   |
|           | To stop them from escaping  |
|           | To stop them contaminating the scene  |
|           | To prevent them from discussing what they saw with other witnesses  |
| 4.        | Why aren't digital images taken at a crime scene used in court?   |
|           | Because the images are easy to alter  |
|           | Because digital images are not clear enough due to pixilation   |
|           | Because digital photos are not able to capture the minute details of a crime scene  |
| _         | Why is adequate lighting important when photographing evidence?   |
| 5.        | why is adequate lighting important when photographing evidence:   |
|           | To ensure the fingerprints are clearly captured   |
|           |   |
|           | To ensure the fingerprints are clearly captured   |
|           | To ensure the fingerprints are clearly captured To uncover latent fingerprints  |
| 6.        | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  |
| <b>6.</b> | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence Why is it so important for investigators to secure a crime scene?  |
| 6.        | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  Why is it so important for investigators to secure a crime scene? To stop police from entering the crime scene  |
| 6.<br>    | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  Why is it so important for investigators to secure a crime scene? To stop police from entering the crime scene To stop unauthorised personnel from entering the crime scene and, in turn, destroying the evidence   |
| 6.<br>7.  | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  Why is it so important for investigators to secure a crime scene? To stop police from entering the crime scene To stop unauthorised personnel from entering the crime scene and, in turn, destroying the evidence To stop evidence from escaping  |
| 6.<br>7.  | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  Why is it so important for investigators to secure a crime scene? To stop police from entering the crime scene To stop unauthorised personnel from entering the crime scene and, in turn, destroying the evidence To stop evidence from escaping  What important aspects about a person can a shoe print reveal?                                  |
| 6.<br>7.  | To ensure the fingerprints are clearly captured To uncover latent fingerprints To get a good close-up shot of the evidence  Why is it so important for investigators to secure a crime scene? To stop police from entering the crime scene To stop unauthorised personnel from entering the crime scene and, in turn, destroying the evidence To stop evidence from escaping  What important aspects about a person can a shoe print reveal? The person's age and personality |

8. What happens to evidence once it has been found?

|     | It is sealed in a bag or airtight container, labelled, recorded and sent to a laboratory |
|-----|--|
|     | It is destroyed and thrown away  |
|     | It is taken straight to the laboratory   |
|     |  |
|     | Forensic Science Questions   |
|     | The Autopsy  |
| 9.  | An autopsy is performed to find out:   |
|     | What the victim's personality was like   |
|     | How and why the victim died  |
|     | Whether the victims was responsible for the crime  |
| 10. | . The term 'rigor mortis' refers to:   |
|     | The Latin word for 'responsible for death'   |
|     | A term used to describe the stiffening of the body after death                           |
|     | The death of a person  |
| 11. | What are two ways of determining if a person died of hypothermia?                        |
|     | Burn marks on the skin and signs of burst blood vessels in the eyes                      |
|     | The hyoid bone in the neck is broken and there is bruising present around the mouth      |
|     | The core temperature of the body is 35° or below and the skin is blue in colour          |
| 12. | . How long does the digestive process take?  |
|     | 3 hours  |
|     | Usually more than one day  |
|     | 8 hours  |
| 12  | Blood clots, cancerous masses and fatal haemorrhages can be revealed by a:               |
| _   | CT scan  |
|     |  |
|     | Computer analysis Brain scan   |
|     | DI dili Scali  |

| 14. | Once the autopsy is completed, the samples of tissue are stored by:  |
|-----|--|
|     | Placing the sample in containers and putting them in a storage cupboard  |
|     | Placing the samples in the bags and disposing of them  |
|     | Placing the samples in either containers or bags, labelling them and storing them in a refrigerated storage area |
|     | Forensic Science Questions   |
|     | Piecing Together Identity  |
| 15. | What does an anthropologist specialize in?   |
|     | Blood stain analysis   |
|     | The study of bones   |
|     | The study of fingerprints  |
| 16. | Forensic odontologists specialize in:  |
|     | The examination of evidence  |
|     | The examination of bugs  |
|     | The examination of teeth   |
| 17. | What does DNA stand for?   |
|     | Deoxyribonucleic Acid  |
|     | Do Not Approach  |
|     | Dinitrigen Astatine  |
|     | Forensic Science Question  |
|     | Tracing The Evidence   |
|     |  |
| 18. | A toxicologist is responsible for:   |
|     | Examining the organs during an autopsy   |
|     | Testing bloody and bodily fluids for alcohol, illegal substances and poisoning                                   |

|     | Investigating whether a person died of natural causes                          |
|-----|--|
| 19. | Chromatography is used for:  |
|     | Identifying poisons  |
|     | Examining whether there is poison in the blood of a deceased person            |
|     | Testing whether a person has a disease   |
| 20. | What part of the body is responsible for filtering out the body's toxins?      |
|     | The appendix   |
|     | The liver  |
|     | The kidneys  |
| 21. | What two agents reveal blood stains?   |
|     | Ultraviolet light  |
|     | Luminal and fluorescein  |
|     | Nitrogen   |
| 22. | What can the dust and dirt that accumulates on the bottom of our shoes reveal? |
|     | A person's physical characteristics  |
|     | A person's interests   |
|     | A person's hobbies, occupation, habits and movements                           |
|     |  |
|     | Forensic Science Questions   |
|     | <u>Murder Tools</u>  |
| 23. | When a criminal fires a gun, what is thrown everywhere?                        |
|     | Evidence   |
|     | Fingerprints and DNA   |
|     | Fire and petrol  |
| 24. | Blunt trauma refers to:  |

|     | Injuries caused by sharp objects  |
|-----|---|
|     | Drowning and asphyxiation   |
|     | Fractures, broken bones and external bruising   |
|     |   |
| 25. | . Some example of poisonous gases that may be present after the burning down of a building are: |
|     | The electrical insulator, toxic beryllium and oxide carcinogenic combustion products            |
|     | Argon, helium and xenon   |
|     | Petrol and paint thinners which are in the vaporised state                                      |
|     |   |
| 26. | . What is one way a medical examiner can use to find out who was driving a car when it crashed? |
|     | Evidence such as hair, skin and make-up found on the airbags                                    |
|     | Recreation of the crash using computer programs   |
|     | Bruises and cuts on the body of a victim  |

# **FORENSIC EVIDENCE COLLECTION**











1. How is a crime scene preserved so that any evidence collected can be used in court?

2. What is documented at the crime scene and how?













3. What evidence could be collected at a crime scene?

4. Who might be at a crime scene and what are their roles?

### **FORENSIC TRAFFIC INVESTIGATIONS**









1. What evidence might be collected at the scene of an RTA (Road Traffic Accident)?

2. How could this information can be used to estimate the speed the vehicles were travelling immediately before the accident?

3. What factors affect the stopping distance of a vehicle?

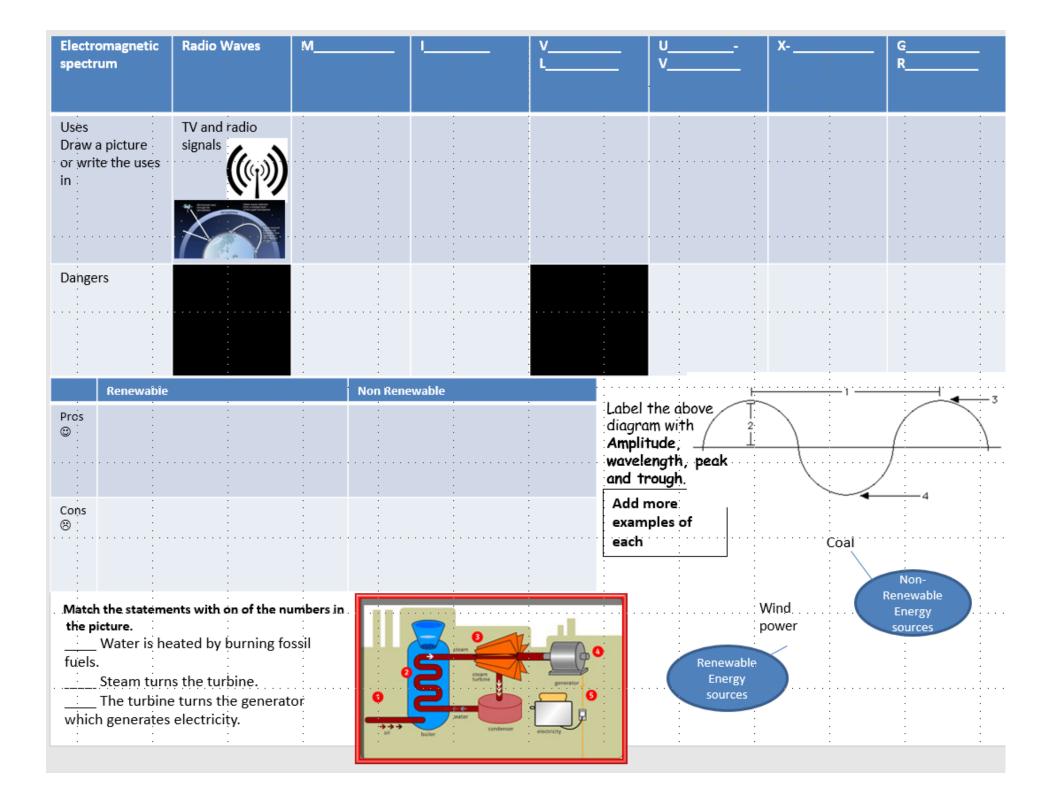
4. Evaluate why motorways are less dangerous than rural roads.

# **PHYSICS**

Wave Speed = Frequency x Wavelength (m/s) (Hz) (m)

- 1. What is the speed of a wave that has a frequency of 20Hz and a wavelength of 5m?
- 2. What is the frequency of a wave that has a wavelength of 6m and a speed of 18m/s?
- 3. What is the speed of a wave that has f = 2kHz and wavelength = 200cm?

| ype of<br>energy           | Description  | Example         | Conservation of energy means that energy can/can't   |
|----------------------------|--|-----------------|--|
| lectrical                  |  |                 | be created or destroyed. You <u>can /can't</u> only change energy from one type to another.                                      |
|                            | From the sun and light bulbs   | Speakers        | What are the energy transfers?  TV Electrical energy → sound energy+ light energy  Wind up toy → Electric kettle →               |
| Nuclear                    |  |                 | Battery powered torch →  |
|                            | From hot objects   |                 | True or false?   |
| Gravitational<br>potential | :  |                 | Sound energy can be transferred from     one place to another  |
|                            | In stretched springs   | Bungee jump     | Sound energy doesn't need particles to travel  |
| Chemical                   |  |                 | Sound energy is transferred by convection.   |
|                            | Things that are moving   |                 | Sound waves are caused by vibrations.  ———————————————————————————————————   |
| loat operavi               | s transferred from one place to  | Energy          | Energy & Efficiency  |
| nother wher                | n there is a difference in  Match the types of heat trans                                | input, j        | What does this diagram show?  What is it called?   |
| vith descript              | ions   |                 |  |
| Conduction                 | <ul> <li>When particles in solids pass of<br/>energy to the particles next to</li> </ul> | thom            | Efficiency = $\frac{useful\ energy\ transferred\ by\ the\ appliance}{total\ energy\ supplied\ to\ the\ appliance}  (x100\%)$     |
| anyostion                  | Heat is given out as infra red   |                 | iciency have a unit?   |
| Convection                 | radiation. Objects can emit an absorb this.  | In a light      | bulb, for 25 joules of energy that are supplied to the bulb, 5 as usefully transferred into light energy. What is the efficiency |
| Radiation                  | When particles in liquids and a<br>move from a hot place to a co                         | gases of the bu |  |



## **CHEMISTRY**

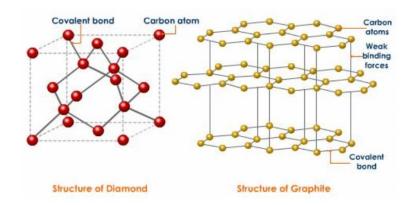


| L)             | Which part of th | e atom contains t | he protons?    |                  |                     |                    |              |
|----------------|------------------|-------------------|----------------|------------------|---------------------|--------------------|--------------|
| 2)             | What is the char | ge on an electron | ?              |                  |                     |                    |              |
| 3)             | What does the a  | itomic number me  | easure?        |                  |                     |                    |              |
|                |                  |                   |                |                  | d alastrons in an s | stam of the follow |              |
| l)             | Write the chemi  | cal symbol and nu | imber of proto | ns, neutrons and | u electrons in an a | atom of the follow | ing elements |
| <b>⊦</b> )     | Write the chemi  | Element           | Symbol         | Protons          | Neutrons            | Electrons          | ing elements |
| ŀ)             | Write the chemi  | -                 | <u> </u>       |                  |                     |                    | ing elements |
| <del>!</del> ) | Write the chemi  | Element           | <u> </u>       |                  |                     |                    | ing elements |

| 1) | What are horizontal rows on the Periodic Table called? | ? |
|----|--|---|
| •  |  |   |

- 2) What are the vertical columns on the Periodic Table called?
- 3) Circle the most reactive element in each of the following lists
  - a. Lithium, Sodium, Potassium
  - b. Fluorine, Chlorine Bromine

| 4)   | Describe and explain the trend in reactivity as you go down group 1. |
|------|--|
|      |  |
|      |  |
| Chen | nical Bonding and Properties of Ionic and Covalent Compounds         |
| 1)   | Define the following types of bonding                                |
|      | Ionic Bonding  |
|      |  |
|      | Covalent Bonding   |
|      |  |
| 2)   | Draw a dot and cross diagram for the following molecules:-           |
|      | a. Magnesium Chloride, MgCl <sub>2</sub>                             |
|      |  |
|      |  |
|      |  |
|      | b. Methane, CH <sub>4</sub>  |



| 3) | Circle | the | correct | answer | and | provide | an | exp | lanation | bel | low |
|----|--------|-----|---------|--------|-----|---------|----|-----|----------|-----|-----|
|----|--------|-----|---------|--------|-----|---------|----|-----|----------|-----|-----|

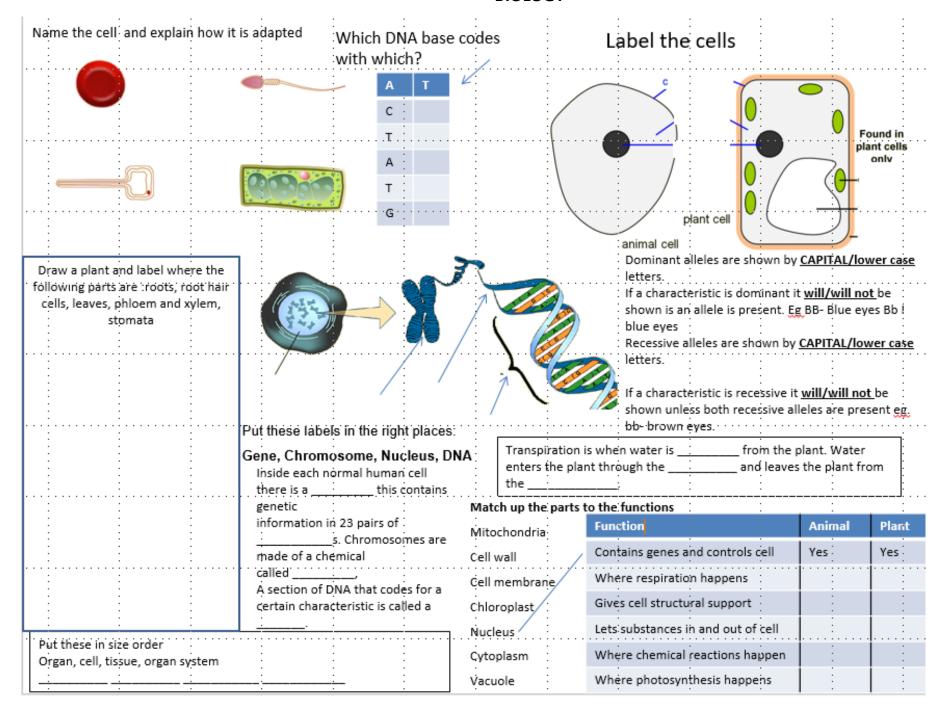
| a. | Diamond has a <b>very high/very low</b> melting point because |
|----|---|
|    |   |

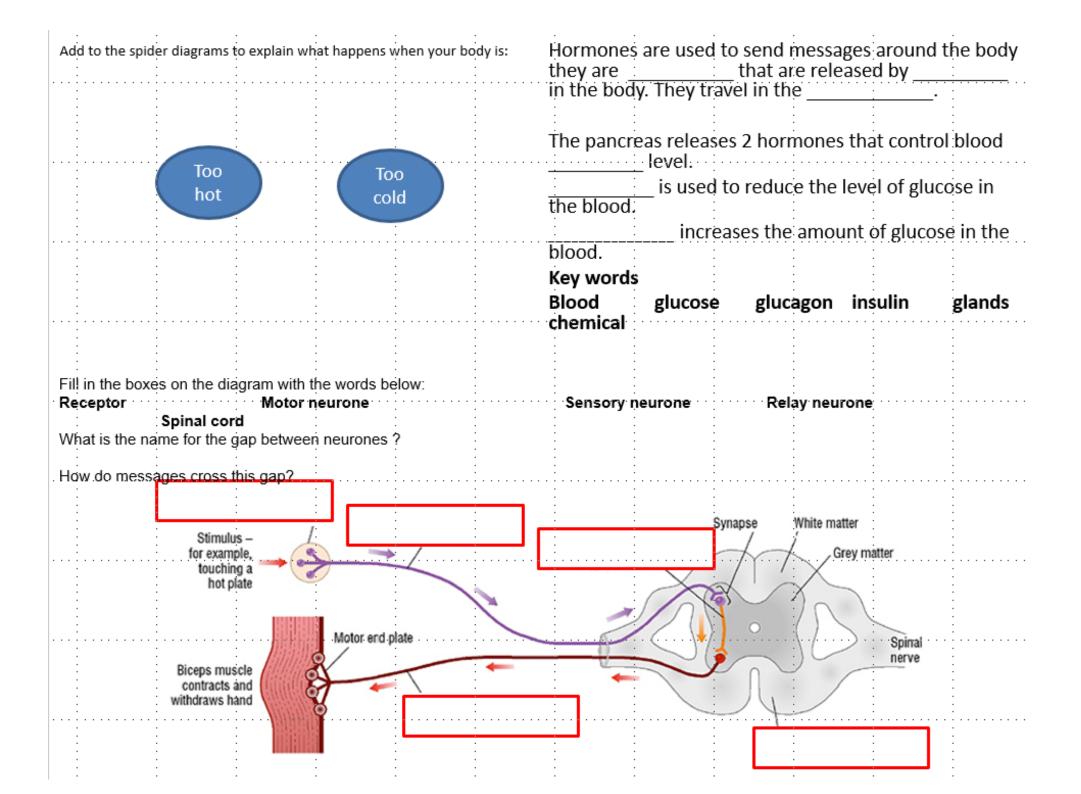
| b. | Diamond can/cannot conduct electricity because |
|----|--|
|    |  |

# 4) Complete the table:

| Material | Use | Explanation for why they are suitable for this use |
|----------|-----|--|
| Diamond  |     |  |
| Graphite |     |  |

#### **BIOLOGY**





Complete the word search and find definitions for the words:

| 0 | Υ | ٧ | С | Ε | N | T | R | I | 0 | L | Ε | S | S |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ε | L | 0 | U | C | Α | V | R | C | Ι | В | T | М | С |
| Ε | L | C | N | Υ | N | S | Ε | Ε | P | R | L | I | Υ |
| T | L | L | C | 0 | C | Ε | W | L | R | T | Υ | T | Т |
| С | I | L | I | Α | Н | U | S | L | 0 | S | S | 0 | 0 |
| Т | L | 0 | N | K | R | K | S | М | K | Α | 0 | С | Р |
| L | S | D | U | I | 0 | Α | Ε | Ε | Α | L | S | Н | L |
| L | N | Т | C | K | М | R | М | М | R | Р | 0 | 0 | Α |
| Α | L | Т | L | 0 | Α | Υ | 0 | В | Υ | 0 | М | N | S |
| W | U | U | Ε | Н | Т | 0 | S | R | 0 | R | Е | D | М |
| L | R | S | 0 | S | I | T | 0 | Α | Т | 0 | S | R | М |
| L | W | S | L | Ε | N | Ε | В | N | Ε | L | I | I | Α |
| Е | Υ | В | U | Υ | L | S | I | Е | S | Н | Υ | Α | 0 |
| С | 0 | Α | S | R | 0 | S | R | A | T | С | S | Ι | S |

NUCLEOLUS
RIBOSOMES
CYTOPLASM
CELL MEMBRANE
LYSOSOMES
CENTRIOLES
MITOCHONDRIA
CHROMATIN
CILIA
PROKARYOTES
VACUOLE
EUKARYOTES
CELL WALL
CHLOROPLAST