



**Does the criminal  
justice system treat all  
crimes in the same  
way?**

**Lesson 2**

**Does the criminal justice system serve everyone fairly?**

**Lesson 2:**  
**Does the criminal justice system treat all crimes  
in the same way?**  
**Key Stage 3 (Year 8)**

<p><b>Overview</b></p>	<p>In this lesson, students investigate the distinctions between civil and criminal law, exploring their purposes and applications. Students are introduced to the diverse court system in England and analyse the principles guiding their operations. Through video, scenario and statistical evidence, students evaluate the complexities of crime and justice, focusing on ethnicity and fairness. The lesson concludes with students considering the necessity for tailored approaches in the legal system.</p>
<p><b>Citizenship skills and concepts</b></p>	<p><b>Concepts:</b> justice, fairness, rights, equal opportunities, democracy, ethics, discrimination, diversity, race, ethnicity</p> <p><b>Skills:</b> political literacy, decision-making, analysis, investigation, debate</p>
<p><b>Essential teaching guidance</b></p>	<p><b>Timings for each task are given as guidelines. Please use your professional judgement when deciding how to deliver the tasks, depending on time available and your students' needs.</b></p> <p>The purpose of this lesson is for students to investigate whether the CJS treats all crimes in the same way, focusing on comparing civil and criminal cases and analysing statistics concerning ethnicity in the CJS. Students will need to be sensitive to the data shared and issues discussed, particularly concerning race and ethnicity. Be aware that some students may have experienced discrimination or prejudice concerning ethnicity, so be sensitive to their needs, especially in discussion activities.</p> <p>Personalising students' learning by referencing specific statistics from your local area will help them to engage fully with the lesson. You may choose to use examples from your local area when comparing civil and criminal law. These could be found from your local newspaper websites or gov.uk.</p> <p>There is a card-sorting activity for Task 2 in the lesson materials, 'Civil or criminal law'. You may choose to enlarge these to A3, photocopy and laminate for ease of use and reuse in the future. Or</p>

	<p>this worksheet is set out so that students can write in the boxes or highlight them in different colours for the different tasks if you do not have time to prepare materials before the lesson.</p> <p>Be aware that different students in your class may have a range of backgrounds and some may be sensitive to issues discussed due to negative experiences with or opinions of the criminal justice system. Some students will have a very different view about the law and how the criminal justice system operates than others. Students may have family members or friends who are in prison, awaiting trial or have recent experience within the court system. Therefore, you must consider the students in your class to pitch this lesson appropriately. You may want to check with the head of year or safeguarding lead in case any students in the class are affected.</p> <p>Be mindful of the diverse viewpoints that may arise. Seek to encourage empathy and promote community cohesion. Where the issues raised in teaching this lesson are sensitive or controversial in nature, ensure you are in line with your school policies on such matters. You may find the <a href="#">ACT guidance on Teaching Controversial Issues in Citizenship</a> and <a href="#">ACT guidance on Political Impartiality in Citizenship</a> helpful.</p>
<p><b>Learning questions</b></p>	<ul style="list-style-type: none"> <li>● How do civil and criminal law compare?</li> <li>● What are the different types of court in England?</li> <li>● Should all crimes be dealt with in the same way?</li> </ul>
<p><b>Lesson resources</b></p>	<p>Slide presentation for the lesson</p> <p>Worksheet: Different crimes (for Do now/starter/entry task)</p> <p>Worksheet: Civil or criminal law (for Task 1)</p> <p>Worksheet: Different types of courts (for Task 2)</p> <p>Worksheet: Ethnicity proportions in the criminal justice system (for Task 5)</p> <p>Glossary: Keywords (for entire scheme of work)</p>
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li>● Consider pairings in the Diamond 9 activity (Do now/starter/entry task), paying particular attention to critical thinking and decision-making skills.</li> <li>● Consider appropriate groupings when deciding whether the scenarios are civil or criminal law (Task 1), ensuring each pair has sufficient literacy and reasoning skills.</li> <li>● Use differentiated questioning – who, what, when, where,</li> </ul>

	<p>how and why – to create a range of accessible questions.</p> <ul style="list-style-type: none"> <li>● Use different levels of discussion tasks to support students, e.g. sharing opinions, analysing, solving a problem or persuading.</li> <li>● Consider whether it is suitable to change the pairings for the discussion tasks throughout the lesson to ensure a high level of discussion is reached and effective debates can occur, i.e. when labelling the different courts (Task 3) and analysing statistics (Tasks 4 and 5).</li> <li>● Talk to the class about behaviour expectations when watching the video about what a court looks like (Task 2).</li> <li>● Consider using no-hands-up questioning to encourage students to engage with the learning and reduce the likelihood of students being passive.</li> <li>● Ensure sufficient ‘think time’ is provided before selecting a student or before moving on to another student to get the answer.</li> <li>● When reviewing knowledge gained by the class, use targeted questioning to stretch students. Give them an opportunity to develop ideas by bouncing a question around the room.</li> <li>● Scaffold feedback: use prompting, recasting, eliciting, correcting, commenting on student language and promoting learning through discovery.</li> <li>● Use choral (whole-class) responses for new terminology or to address misconceptions.</li> <li>● Use hinge questions to ensure the class understands an important area of knowledge or concept before the lesson can progress.</li> <li>● Give different levels of support, for example, with paired work, scaffolding frameworks, one-to-one, TA-supported, model answers, etc.</li> <li>● Encourage students to use the glossary of key terms.</li> </ul>
<p><b>Assessment opportunities</b></p>	<p>This lesson offers many opportunities to assess understanding through group discussion and direct differentiated questioning (used to check knowledge has been acquired). Decision-making and analysis skills can be assessed throughout, including the statistical evidence, matching up and labelling tasks. Students’ learning is evaluated at the end of the video task with a progress quiz. The discussions about ethnicity within the CJS can be assessed with a think-pair-share discussion, which can be orally assessed to end the lesson. Students will be expected to draw upon knowledge from across the lesson in the plenary; this will be revisited in the next lesson to ensure students have understood the material.</p>



<p><b>Do now/starter/entry task</b></p> <p><i>(6 minutes)</i></p>	<p><b>Diamond 9 crimes</b></p> <p><i>Slides 2 to 5</i></p> <p>Slide 2: Give each student a copy of the worksheet ‘Different crimes’.</p> <p>Divide students into suitable pairings to spend two minutes ordering the crimes from the most serious at the top to the least serious at the bottom. Instruct students to write the letters in the diamond shape on the worksheet after a short discussion has taken place between the pairs and a consensus between them has been reached.</p> <p>Draw the class back together for each pair to share their responses for two minutes. This could be facilitated by starting at the top of the diamond and asking students to raise their hands for each option (letter or crime) and then you can facilitate a short discussion and vote to see whether a class consensus can be reached as to which is the most serious and least serious crime.</p> <p>Slides 3 and 4: Explain that in this lesson you’re going to be focusing on how civil and criminal law compare, the different court systems in England and deciding whether you think all crimes can be dealt with in the same way or a more tailored approach is required.</p> <p>Slide 5: Discuss the definition of ‘crime’ according to the slide.</p>
<p><b>Task 1</b></p> <p><i>(10 minutes)</i></p>	<p><b>Civil and criminal law</b></p> <p><i>Slides 6 to 10</i></p> <p>Slide 6: Read the definition of civil law as a keyword for this lesson and this whole scheme of work. Explain that it is important to have a brief understanding of the main two types of law, so that we can analyse whether the CJS serves everyone fairly.</p> <p>Slide 7-8: After reading the definitions, students should be able to explain the difference between civil and criminal law.</p> <p>Slide 9: Remind students of the nine crimes they looked at in the Do now/entry/starter task. Read the slide to the students so they can reaffirm the difference between civil and criminal law, and give some examples before the next task.</p> <p>Slide 10: Give out the worksheet ‘Civil or criminal law’. The task at this point is question 1 only: make it very clear to your students that they are only doing question 1 now. They will come back to the rest of the worksheet later in the lesson.</p>

	<p>You may decide to complete question 1 as a card-sort or as a worksheet, as outlined in the teaching guidance in this lesson plan.</p> <p>Students are to work in pairs and read the instructions for the task on Slide 10. Give five minutes to complete the labelling/card-sorting.</p> <p>Feed back as a class to gain meaningful feedback for each crime. This can be facilitated by reading out each crime and asking students to stand up if it is an example of criminal law or stay seated if they think it is an example of civil law.</p> <p>Slide 11: The answers are shown here (also found on page 2 of the worksheet).</p> <p>Expand students' thinking with open questioning, such as:</p> <ul style="list-style-type: none"> <li>● Why is this an example of civil or criminal law? Remind them of the definitions on Slides 6 and 7.</li> <li>● Can you give a scenario based on this crime?</li> <li>● Do you agree that there should be two main types of crime?</li> </ul>
<p><b>Task 2</b></p> <p><i>(12 minutes)</i></p>	<p><b>Court structure in England</b></p> <p><i>Slides 12 to 16</i></p> <p>Slide 12: Explain that we will now be exploring how these different crimes are dealt with in the court system in England. Describe the different branches of the diagram. Do not answer too many questions about the court system at this stage because students will be finding out themselves in the next task.</p> <p>Slide 13: Make them aware that there will be a quiz afterwards, so they need to concentrate fully.</p> <p>Slide 14: Play the video and watch in silence. You can also access it here:</p> <p><a href="https://www.youtube.com/watch?v=0_Z5W2hdQ_s">www.youtube.com/watch?v=0_Z5W2hdQ_s</a></p> <p>(The Different Types of UK Court   Going to Court as a Witness, Ministry of Justice 2.24)</p> <p>Slide 15: Give out the worksheet 'Different types of court'. Students should spend two minutes completing each of the questions about the different types of courts independently. You may feel it appropriate to play the video again, so that students have a better understanding while completing the task.</p> <p>When completed, you can get feedback by asking targeted</p>

	<p>students for the answers or by using a hands-up approach for the multiple-choice questions (read out each answer and ask students to raise their hand for the correct option).</p> <p>Students check their answers by either:</p> <ul style="list-style-type: none"> <li>• swapping papers for 30 seconds and marking each other's quizzes for a peer-assessment opportunity</li> <li>• using slide 16 or page 2 of the worksheet</li> <li>• you checking the quiz as a class, pausing the video at the appropriate points. Page 3 of the worksheet provides precise timings for whereabouts in the video each answer is located.</li> </ul>
<p><b>Task 3</b></p> <p><i>(6 minutes)</i></p>	<p><b>Scenarios and courts</b></p> <p><i>Slides 17 to 18</i></p> <p>Direct students to the worksheet they were given earlier (or the card-sort if that is how you chose to facilitate this activity), 'Civil or criminal law'.</p> <p>Slide 17: Read the different parts of the task. Students should spend four minutes deciding which courts each criminal would be sent to and completing questions 3 and 4 on their worksheet if there is time.</p> <p>More support may need to be offered to some pairs during this activity. For example, you may want to offer them a hint, and tell them that the final scenario (I) is the only crime that would be sent to the High Courts of Justice. Sharing the diagram on slide 11 again may help students to complete this task.</p> <p>Slide 18: Each pair is to assess their own work and see whether they got the correct answers. The answers to question 2 are also on page 3 of the worksheet.</p> <p>Read the information on the slide to show students why crimes are dealt with in different courts. Remind students of previous learning from Lesson 1 in this scheme of work; the majority of criminal cases go to the Magistrates' Court before being moved onto the Crown, County or High Court.</p>

**Task 4***(8 minutes)***Adults in the CJS – ethnicity***Slides 19 to 21*

Slide 19: Introduce this section by sharing the question. Remind students of the key enquiry question for this scheme of work and the focus on equality and diversity within the CJS. Facilitate a short discussion as a whole class on whether they think crimes are dealt with differently depending on the person who committed them or not.

You may take the opportunity here to link this to previous work on the Rule of Law and protected characteristics, ensuring that students know that the Equality Act 2010 ensures that equality, diversity and protected characteristics, like age, race and sexual orientation are protected by law. Be aware that this section and the statistics contained within it may be sensitive to some students and may cause alarm and confusion, as outlined in the teaching guidance section of this lesson plan.

Slide 20: Depending on their ability, either read through the graph or give students 60 seconds to read the graph themselves. These statistics are from 2022 and show the ethnicity proportions for adults throughout the CJS. Divide students into pairs to have a two-minute discussion about what they notice about these statistics.

Draw the class back together to share some of the findings together. They might have noticed:

- Over 20% fewer White people get stopped and searched than are in the general population.
- 18% of stop-and-searches are conducted on Black people, despite being 4% of the general population.
- 14% are conducted on people from Asian heritage, when the general population is around 9%.

Slide 21: Share the interesting features and relate these findings back to the key enquiry question. Ask students whether this shows that the CJS serves everyone fairly or whether this throws up some complications in how the Rule of Law is practised.



**Task 5***(12 minutes)***Children in the CJS – ethnicity***Slides 22 to 24*

Slide 22: Explain that we will now be looking at the ethnicity proportions from the same Government document, but we will now focus on children in the CJS and see whether there is any comparison.

In pairs, students are to analyse the graph together for four minutes to see what they notice about the statistics. Expand their discussion to see whether they can spot the differences between this and the last set of statistics. It may be useful for some students to see both graphs together for this task; consider giving out the worksheet ‘Ethnicity proportions in the criminal justice system’, so that each pair can have the statistics on their desks.

Feed back as a class; perhaps target students who have not spoken yet or ask for volunteers to spot the main differences between the statistical evidence for children as opposed to adults.

Ask students whether they notice which section is omitted. (Stop and search.) This may evoke more class discussion around why they have omitted this category here and what this may tell us about serving everyone fairly, which leads back to the key enquiry question for this scheme of work.

Slide 23: Discuss the findings made clear from the graph; students may find it beneficial to discuss how this makes them feel.

Slide 24: Discuss three important questions in pairs, groups or as a class, depending on class engagement and maturity surrounding these sensitive issues. Spend 60 seconds discussing each question. You may find these responses and questions useful when facilitating this discussion:

- a) If you stop and search more, arrest more or convict more of a certain ethnicity, then of course you will have an unbalanced proportion of ethnicity in the prison population. You could reframe this as a question: If you stop and search, arrest and convict more people from a particular ethnicity, what impact might this have on the prison population and why?
- b) Again, this comes from the fact that the people arrested, prosecuted and convicted are ethnically disproportionate compared to the population. Perhaps this shows that the crime rate is getting higher, or perhaps more children are rehabilitated, meaning that they do not become part of the adult prison population. Perhaps an issue with the equality shown within the CJS is getting gradually worse.

	<p>c) It perhaps shows that a constant review needs to be taking place within the CJS to ensure that equality is shown from the very outset, e.g. the ethnic proportions of those who are stopped and searched is highly weighted currently in favour of White people. More research, new strategies and more training are required, so that discrimination and prejudice are not shown in the procedures of the CJS.</p>
<p><b>Plenary/reflection</b></p> <p><i>(6 minutes)</i></p>	<p><b>Tailored approach to justice</b></p> <p><i>Slide 25</i></p> <p>Invite students to reflect on their learning in this lesson and how it has improved their knowledge and understanding of the criminal justice system.</p> <p>Ask students to discuss the three questions as a think-pair-share activity. They should spend:</p> <ul style="list-style-type: none"> <li>● 60 seconds thinking about question 1 individually</li> <li>● 60 seconds in pairs discussing question 2</li> <li>● three minutes discussing questions 3 as a whole class</li> </ul> <p>This will enhance their understanding and further their knowledge in answering the key enquiry question of this lesson, as well as for the whole scheme of work.</p>
<p><b>Takeaway task</b></p>	<p><i>Slide 26</i></p> <p>Slide 26: Ask students to watch the news every day this week and note down any examples of legal cases and whether they are criminal or civil.</p> <p>Watch <i>Newsround</i> if you want a short, simple summary of the day's news.</p> <p>Students should be encouraged to extend their learning by writing a response to the following two questions:</p> <ol style="list-style-type: none"> <li>1. Do you think these were fair cases? Explain your answer.</li> <li>2. What would you need to know in order to assess whether it was fair or not?</li> </ol> <p>This task allows students to put their learning about civil and criminal law into real scenarios and assess whether the criminal justice system treats people fairly.</p>

### Additional teacher links & resources

There are lots of resources that can assist in delivering this lesson, including specific information about the purposes of the law.

You may find it helpful to look at further ACT resources to find out more about the legal system before you teach this lesson. [ACT Curriculum briefing: Justice, the legal system and international law](#) offers Citizenship teachers advice on key areas of subject content and approaches to teaching the national curriculum for Citizenship. This briefing is designed to provide a starting point for teachers as they build their subject knowledge.

Further statistics and research on ethnicity proportions in the criminal justice system can be found here:

[www.gov.uk/government/statistics/ethnicity-and-the-criminal-justice-system-statistics-2020/ethnicity-and-the-criminal-justice-system-2020](http://www.gov.uk/government/statistics/ethnicity-and-the-criminal-justice-system-statistics-2020/ethnicity-and-the-criminal-justice-system-2020)

<https://theconversation.com/judicial-diversity-in-the-uk-is-in-decline-heres-why-that-is-a-problem-189168>

[www.gov.uk/government/statistics/ethnicity-and-the-criminal-justice-system-2022/statistics-on-ethnicity-and-the-criminal-justice-system-2022-htm](http://www.gov.uk/government/statistics/ethnicity-and-the-criminal-justice-system-2022/statistics-on-ethnicity-and-the-criminal-justice-system-2022-htm)

[www.judiciary.uk/guidance-and-resources/message-from-the-lord-chief-justice-2023-judicial-diversity-statistics/](http://www.judiciary.uk/guidance-and-resources/message-from-the-lord-chief-justice-2023-judicial-diversity-statistics/)

[www.gov.uk/government/publications/lammy-review-final-report](http://www.gov.uk/government/publications/lammy-review-final-report)

Further information about the different court structures in England can be found here:

[www.judiciary.uk/about-the-judiciary/our-justice-system/court-structure](http://www.judiciary.uk/about-the-judiciary/our-justice-system/court-structure)

[www.gov.uk/courts](http://www.gov.uk/courts)

[www.supremecourt.uk/about/role-of-the-supreme-court.html](http://www.supremecourt.uk/about/role-of-the-supreme-court.html)

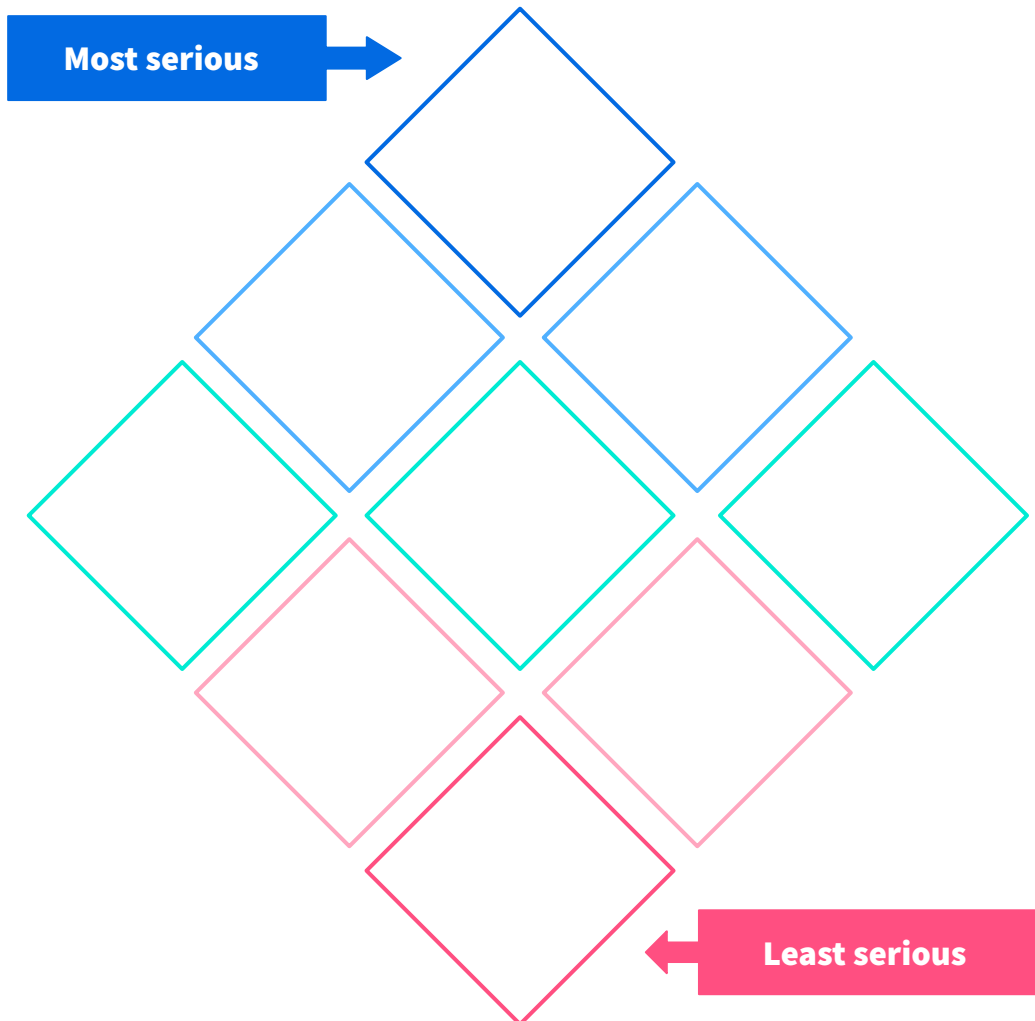
[https://england.shelter.org.uk/professional\\_resources/legal/court\\_action\\_and\\_complaints/structure\\_of\\_civil\\_courts\\_tribunals\\_and\\_criminal\\_courts\\_in\\_england](https://england.shelter.org.uk/professional_resources/legal/court_action_and_complaints/structure_of_civil_courts_tribunals_and_criminal_courts_in_england)

[www.gov.uk/guidance/hm-courts-and-tribunals-service-information-bulletins](http://www.gov.uk/guidance/hm-courts-and-tribunals-service-information-bulletins)

# Different crimes

Order the crimes from the most serious at the top to the least serious at the bottom.  
Write the letters into the diamond below.

A. Murder	B. Shoplifting	C. Assault
D. Damaging someone's reputation	E. Not paying a builder for work they did	F. Smashing the glass in a bus shelter
G. Trespassing on someone's property	H. Buying cigarettes for someone aged under 18	I. Car theft



# Civil or criminal law

1) Sort these scenarios into two categories: **civil** or **criminal** law

<p><b>1. Car accident:</b> Jane crashes into the back of Bob's car, causing minor injuries to both.</p>	<p><b>2. Rent dispute:</b> Tom refuses to pay rent to his landlord, Sarah, claiming repairs were never made.</p>	<p><b>3. Shoplifting:</b> Emily is caught stealing cosmetics from a local store.</p>
<p><b>4. Bar fight:</b> Mike and Dave get into a bar fight, damaging the room and breaking tables and chairs.</p>	<p><b>5. Breach of contract:</b> Latesha fails to deliver goods to Chris as agreed in their contract.</p>	<p><b>6. Embezzlement:</b> Linda is accused of stealing funds from her company.</p>
<p><b>7. Vandalism:</b> Teenager Kyle is caught spray-painting graffiti on a public building.</p>	<p><b>8. Workplace injury:</b> Rajan is injured at work due to unsafe conditions.</p>	<p><b>9. Custody dispute:</b> In their divorce, John and Sana disagree on child custody arrangements.</p>

2) Which courts would the individuals in the above scenarios have to attend? Sort them under the headings below.

<p><b>A. Crown Court</b></p>	<p><b>B. Magistrates' Court</b></p>	<p><b>C. High Court of Justice</b></p>	<p><b>D. County Court</b></p>
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3) Why do you think crimes are dealt with in different ways and by different courts? *Give reasons for your answer.*

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4) Do you think this is a good solution to dealing with the wide variety of offences that occur? *Explain your answer.*

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# Civil or criminal law

1) Sort these scenarios into two categories: **civil** or **criminal** law

<p>1. Car accident: A car crashes into a shop window of Bob's. The driver is injured and minor repairs are needed to both.</p> <p><b>CIVIL</b></p>	<p>2. Rent dispute: Sarah asks her landlord to pay for repairs to her apartment, but the landlord says the repairs were never made.</p> <p><b>CIVIL</b></p>	<p>3. Shoplift: A woman is caught stealing cosmetics from a local store.</p> <p><b>CRIMINAL</b></p>
<p>4. Bar fight: Mike and Steve get into a fight at a bar, breaking tables and chairs.</p> <p><b>CRIMINAL</b></p>	<p>5. Breach of contract: Latesha fails to pay for services to Chris for their contract.</p> <p><b>CIVIL</b></p>	<p>6. Embezzlement: An accountant is accused of misappropriating funds from his company.</p> <p><b>CRIMINAL</b></p>
<p>7. Vandalism: A group of teenagers is caught painting graffiti on a public building.</p> <p><b>CRIMINAL</b></p>	<p>8. Workplace injury: A worker is injured on the job due to safety violations.</p> <p><b>CIVIL</b></p>	<p>9. Custody dispute: After a divorce, John and Jane disagree on custody arrangements.</p> <p><b>CIVIL</b></p>

2) Which courts would the individuals in the above scenarios have to attend? Sort them under the headings below.

<p>A. Crown Court</p>	<p>B. Magistrates' Court</p>	<p>C. High Court of Justice</p>	<p>D. County Court</p>
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3) Why do you think crimes are dealt with in different ways and by different courts? *Give reasons for your answer.*

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4) Do you think this is a good solution to dealing with the wide variety of offences that occur? *Explain your answer.*

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# Civil or criminal law

1) Sort these scenarios into two categories: **civil** or **criminal** law

<p>1. Car accident: A car crashes into a shop window of Bob's. A minor is injured to both.</p> <p><b>COUNTY COURT</b></p>	<p>2. Rent dispute: Latesha refuses to pay rent to her landlord, Sarah. Sarah's repairs were not made.</p> <p><b>COUNTY COURT</b></p>	<p>3. Shoplift: A woman is caught stealing cosmetics from a local store.</p> <p><b>MAGISTRATES' COURT</b></p>
<p>4. Bar fight: Mike and James get into a fight in a bar, breaking tables and chairs.</p> <p><b>MAGISTRATES' COURT</b></p>	<p>5. Breach of contract: Latesha fails to pay for her services to Chris. Chris sues for their unpaid fees.</p> <p><b>COUNTY COURT</b></p>	<p>6. Embezzlement: A manager is accused of stealing funds from his company.</p> <p><b>CROWN COURT</b></p>
<p>7. Vandalism: A group of youths is caught painting graffiti on a public building.</p> <p><b>MAGISTRATES' COURT</b></p>	<p>8. Workplace injury: A worker is injured on the job. The employer is sued for negligence.</p> <p><b>COUNTY COURT</b></p>	<p>9. Custody dispute: After a divorce, John and Jane disagree on their custody arrangements.</p> <p><b>HIGH COURT OF JUSTICE</b></p>

2) Which courts would the individuals in the above scenarios have to attend? Sort them under the headings below.

A. Crown Court	B. Magistrates' Court	C. High Court of Justice	D. County Court
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3) Why do you think crimes are dealt with in different ways and by different courts? *Give reasons for your answer.*

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4) Do you think this is a good solution to dealing with the wide variety of offences that occur? *Explain your answer.*

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# Different types of courts

Watch the video and answer the following questions:

1. What types of courts might you attend according to the letter in the video?

- a. Magistrates' Court
- b. Youth Court
- c. Crown Court
- d. High Court

2. Who typically determines whether the defendant is guilty or not in a Magistrates' Court?

- a. lawyers
- b. the jury
- c. the magistrates
- d. the legal adviser

3. In which type of court do the judges usually wear gowns and sometimes wigs?

- a. Crown Court
- b. Magistrates' Court
- c. Youth Court
- d. High Court

4. Where does the defendant sit in a Crown Court?

- a. the jury box
- b. the witness stand
- c. the dock
- d. the judge's bench

5. Who decides on matters of law and the sentence in a Crown Court?

- a. the defence lawyers
- b. the judge
- c. the jury
- D. the legal adviser

6. What are the three types of courts mentioned in the video that you might attend if going to trial?

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7. Describe the role of magistrates in a Magistrates' Court.

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8. How does a trial in a Crown Court differ from a trial in a Magistrates' Court?

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# Different types of courts **ANSWERS**

*Watch the video and answer the following questions:*

1. What types of courts might you attend according to the letter in the video?

**a. Magistrates' Court**

- b. Youth Court
- c. Crown Court
- d. High Court

2. Who typically determines whether the defendant is guilty or not in a Magistrates' Court?

- a. lawyers
- b. the jury
- c. the magistrates**
- d. the legal adviser

3. In which type of court do the judges usually wear gowns and sometimes wigs?

**a. Crown Court**

- b. Magistrates' Court
- c. Youth Court
- d. High Court

4. Where does the defendant sit in a Crown Court?

- a. the jury box
- b. the witness stand
- c. the dock**
- d. the judge's bench

5. Who decides on matters of law and the sentence in a Crown Court?

- a. the defence lawyers
- b. the judge**
- c. the jury
- D. the legal adviser

6. What are the three types of courts mentioned in the video that you might attend if going to trial?

**Magistrates' Court, Youth Court, Crown Court**

7. Describe the role of magistrates in a Magistrates' Court.

**Magistrates listen to evidence, decide on guilt/sentence**

8. How does a trial in a Crown Court differ from a trial in a Magistrates' Court?

**Crown Court has a judge, jury and gowns/wigs**

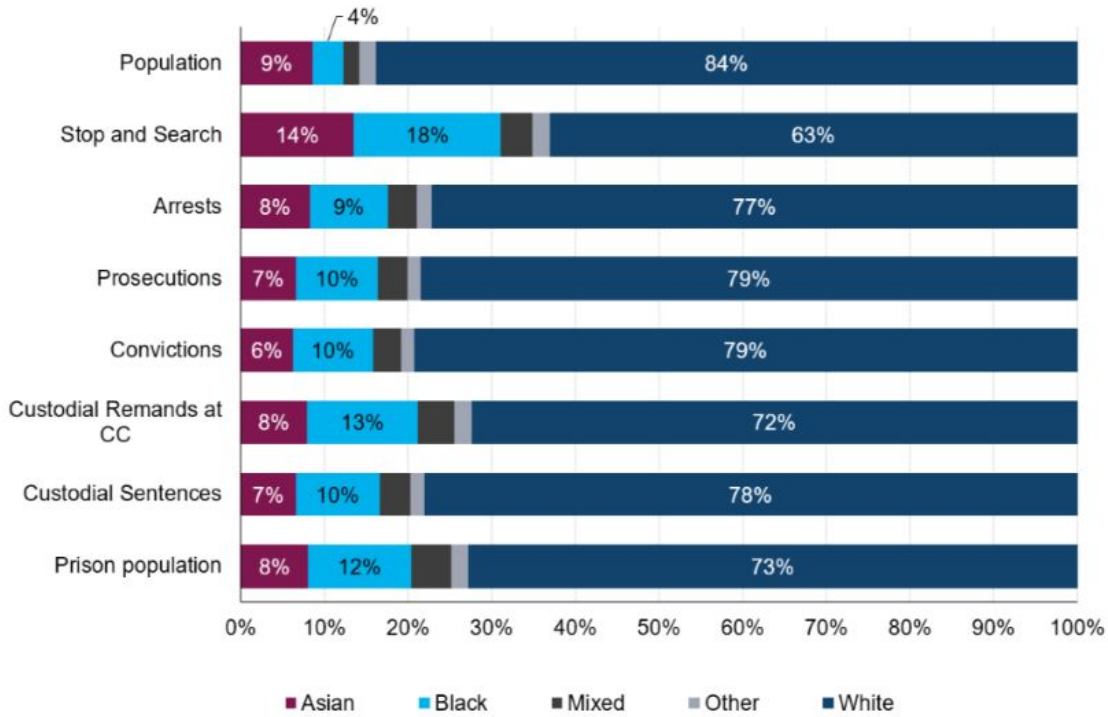
# Different types of courts **ANSWERS**

1	a = Magistrates' Court	0:27
2	c = the magistrates	00:49
3	a = Crown Court	01:14
4	c = the dock	02:01
5	c = the judge	02:01
6	Magistrates' Court Youth Court Crown Court	00:06 - 00:27
7	Magistrates listen to evidence, decide on guilt/sentence	00:27 - 00:49
8	Crown Court has a judge, jury, gowns/wigs	01:14 - 01:38

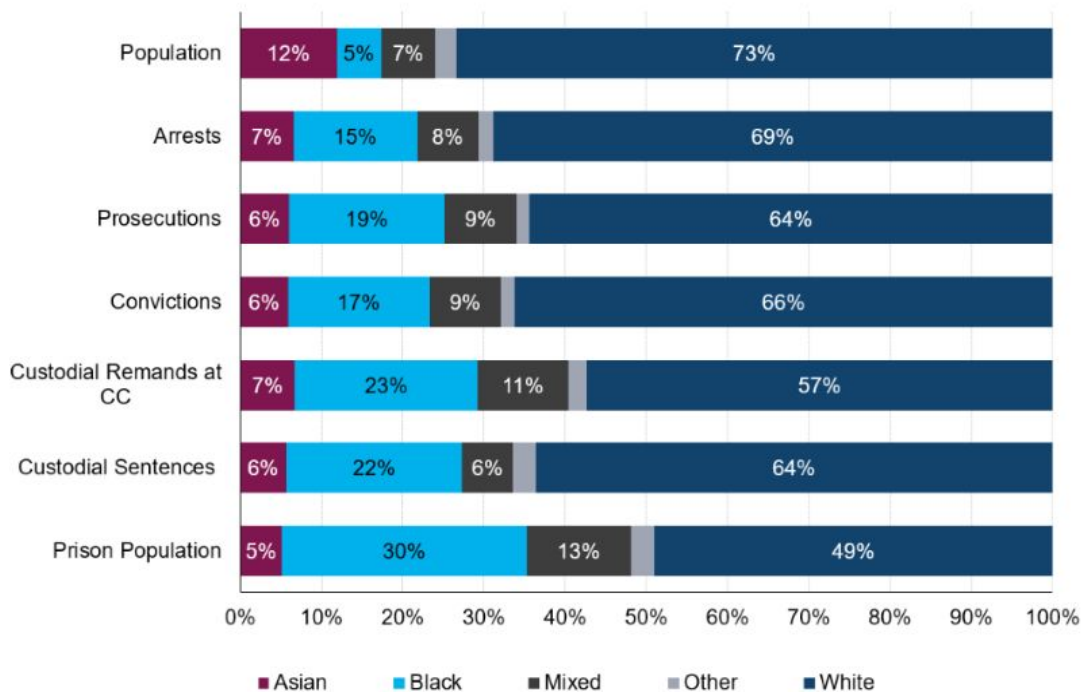


# Ethnicity proportions in the criminal justice system

**Figure 1.01: Ethnicity proportions for adults throughout the criminal justice system, 2022** [\[footnote 2\]](#)



**Figure 1.02: Ethnicity proportions for children throughout the criminal justice system, 2022** [\[footnote 3\]](#)



Source: gov.uk