

Year 12/ Year 13	<b>Curriculum Checkpoints: What do students know and what can they do?</b>			Possible resources
Summative Comment	Developing (P)	Securing (M)	Mastering (D)	
Unit 1	<p>Learners demonstrate basic knowledge of the criminal justice sector and have gained a basic understanding of criminal behaviour and the purpose of the criminal justice sector. Learners apply limited knowledge, understanding and skills to crime-related issues. Learners collect information using given techniques and use a limited range of relevant information sources. They carry out some basic analysis of crime-related issues and problems. Learners evaluate evidence to draw basic conclusions about relevant crime related issues. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way.</p>	<p>Learners demonstrate clear knowledge of the criminal justice sector and have gained a sound understanding of criminal behaviour and the purpose of the criminal justice sector. Learners apply knowledge, understanding and skills to crime-related issues. Learners collect information independently and use a range of relevant information sources. They carry out some analysis of crime-related issues and problems. Learners evaluate evidence to draw valid conclusions about theories. You can use written communication which conveys meaning with Learners demonstrate basic knowledge of the policies backed by the theories and have gained a basic understanding of criminal behaviour and how this is controlled by the policies and the purpose of them. Learners apply limited knowledge, understanding and skills to crime-related issues. Learners collect information using given techniques and use a limited range of relevant information sources. They carry out some basic analysis of crime-related issues and problems. Learners evaluate evidence to draw basic conclusions about relevant crime related issues. Learners use written communication which is adequate to convey meaning but which may be expressed in a non-specialist way. use of some specialist vocabulary.</p>	<p>Learners demonstrate a depth of knowledge of the criminal justice sector that shows thorough understanding of criminal behaviour and the functions of the criminal justice sector. Learners apply knowledge, understanding and skills accurately and independently to a range of crime-related issues. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse crime-related issues and problems. Learners evaluate evidence to draw valid conclusions and make reasoned judgements about crime-related issues. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary.</p>	<p><a href="#">WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION</a></p>
Unit 2	<p>Can recall the theories of criminality using a limited amount of key words. You are able to use some examples to support with the theories. You are able to recall what crime and deviance is with some understanding of the different definitions of Crime and Deviance. You are also able to identify some comparison between the two using examples to distinguish the difference between the crime and deviance. You have a basic understanding of the policies in relation to the theories and can rely on some examples of the policies in practice. You have a basic understanding of evaluative points of the theories and can use some examples to justify this.</p>	<p>You can demonstrate clear knowledge of the Criminology theories and have gained a sound understanding of the theories to understand what derives individuals into criminality. Learners apply knowledge, understanding and skills to crime-related issues and the policies in place to support them. Learners collect information independently and use a range of relevant information sources including keeping up with the reading put in lessons. They carry out some analysis of crime-related issues and problems. Learners can evaluate evidence to draw valid conclusions about relevant crime-related issues and the theories behind them. Learners collect information to debate basic analysis of the difference between crime and deviance, and the different definitions of them. They carry out some basic analysis of crime-related issues and problems. Learners evaluate evidence to draw basic conclusions about relevant crime related issues. Learners use written communication which is adequate to convey meaning but which may be expressed using some specialist vocabulary.</p>	<p>Learners demonstrate a depth of knowledge of the theories that shows thorough understanding of criminal behaviour and the functions of the theories behind these. Learners apply knowledge, understanding and skills accurately and independently to a range of criminals. Learners undertake research using a range of techniques and use a wide range of relevant information to analyse the different theories, and policies in relation to them. Learners evaluate can the theories in detail using examples to justify the strengths and weaknesses. Learners use written communication which is well-structured and clearly expressed, with appropriate specialist vocabulary and using the correct structure for the question.</p>	<p><a href="#">WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION</a></p>
Unit 3	<p>Student can recall different personnel involved in the criminal justice system. You are also able to highlight the different techniques in criminal investigations and how these are used to investigate a case. You can identify how evidence is processed, which includes identifying the rights of the individuals. You are able to identify the requirement of the Crown Prosecution service for prosecuting services and understanding the rules in relation to the use of evidence in the criminal cases. Alongside drawing conclusions for these evidence to explain the correct process.</p>	<p>You can explain the different personnel involved in the criminal justice system. You can analyse the techniques used to investigate a criminal case evaluating how evidence or processed and collected. You are able to take into consideration the rights of the individuals whilst a criminal case is being investigated. You are able to explain the requirement of the Crown prosecution service for prosecuting suspects whilst describing the trial process.</p>	<p>You can analyse the different personnel involved in the criminal justice system and how they work together. You are able to evaluate and analyse the techniques used to investigate criminal cases and how evidence is collected and processed. You can apply how the rights of the individual can affect how the individual goes through the criminal justice system. You can analyse the Crown prosecution service requirements for prosecuting individuals alongside explaining the trial process.</p>	<p><a href="#">WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION</a></p>

<p>Unit 4</p>	<p>Can recall the different process of how laws are made alongside the organisation of the criminal justice system. You have a basic understanding of the different agencies that work within the criminal justice system and the roles and philosophies of each of these agencies and how they work together. You can briefly describe what the models of criminal justice are and use some examples of crimes which have been investigated using the due and crime control model. You have a basic understanding of the social control and what deters and stops individuals from committing crimes. You are able to use some specialist vocabulary about aims of punishment and how this relates to the form of punishment.</p>	<p>You can demonstrate clear knowledge of how laws are made using the government and the judicial process of law making. . Learners apply knowledge, understanding and skills to crime-related issues and the policies in place to support them. You are able to explain what agencies do in the criminal justice system and how they work together to bring a criminal to justice. You able to explain how crimes can be investigated using both models of criminal justice and comparing both methods. You are also able to examine the limitation of agencies in achieving social control and use examples to justify your answers.</p>	<p>Learners can demonstrate a depth of knowledge in relation to how laws are made and can relate this to the different Acts using key words. You can explain in depth what each agencies in the criminal justice system does - evaluating each them with examples to back this up. You are able to analyse how crimes can be investigated using both the crime control and due process model using examples of when this have happened. You are also able to discuss the aims of punishment in relation to the forms of punishment and evaluate cases in relation to this. You are also able to apply your knowledge and explain how tactics and measures are used by agencies to create social control.</p>	<p><a href="#">WJEC ENTRY LEVEL FRAMEWORK SPECIFICATION</a></p>
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