



# Questions

## Learning Grids

WJEC Level 3 Applied  
Certificate/Diploma in Criminology

*Unit 4: Crime and Punishment*

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# Contents

Product Support from ZigZag Education .....	ii
Terms and Conditions of Use .....	iii
Teacher's Introduction.....	i
<b>Question Grids .....</b>	<b>1</b>
1. Understand the criminal justice system in England and Wales .....	1
AC1.1 Describe processes used for lawmaking.....	1
AC1.2 Describe the organisation of the criminal justice system in England and Wales .....	3
AC1.3 Describe models of criminal justice.....	6
2. Understand the role of punishment in a criminal justice system .....	9
AC2.1 Explain forms of social control .....	9
AC2.2 Discuss the aims of punishment.....	11
AC2.3 Assess how forms of punishment meet the aims of punishment .....	13
AC3.1 Explain the role of agencies in social control .....	16
AC3.2 Describe the contribution of agencies to achieving social control .....	19
AC3.3 Examine the limitations of agencies in achieving social control .....	21
AC3.4 Evaluate the effectiveness of agencies in achieving social control .....	24
<b>Answer Grids.....</b>	<b>Enclosed</b>

# Teacher's Introduction

This pack of Learning Grids has been formulated to assist in the teaching of **Unit 4 of the WJEC Level 3 Applied Certificate and Diploma in Criminology**. It has been designed to comprehensively cover the specification in a structured way.

Students can be given a set number of pages to read and then answer the questions contained in this resource. This can be used as a flipped learning task prior to coverage of the topics in class, or as a consolidation exercise by way of preparation for the assessment. The Learning Grids provide an independent learning activity, which could perhaps be set as homework, so that you can concentrate on preparing your lessons. Answers are included which could be provided to students, enabling them to self-mark their work. Each Learning Outcome for the unit is split into Assessment Criteria with subject headings often within this so that the resource can be used per topic as a stand-alone resource when teaching or revising these areas.

This approach is beneficial to a wide range of students, either to introduce topics, to consolidate learning for those who find it difficult to absorb information in class, or as a recap of the course content as revision for the exam.

The grids will be cross-referenced to the specification and key criminology textbooks, to show students where to find the relevant information. Because the resource follows the specification order and content, students can also use other textbooks or their own notes to answer the questions. The students will benefit from having to read the text in detail and from having a set of structured notes for revision.

This edition supports students using the following sources:

**Illuminate Publishing 2021, WJEC Level 3 Applied Certificate & Diploma Criminology**  
by Carole A Henderson (ISBN 9781912820986)

**Napier Press 2021, Criminology Book One for the WJEC Level 3 Applied Certificate & Diploma**  
by Rob Webb and Annie Townend (ISBN 9781838271503)

*May 2024*

## **Selected Question and Answer Pages**

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For demonstration only, the sample answer pages immediately follow their corresponding question pages

# 1. Understand the criminal justice system in England and Wales

## AC1.1 Describe processes used for lawmaking



Illuminate Publishing: pp. 202–205  
Napier Press: pp. 87–92

		Questions	Answers																
<b>Government processes</b>		Name and explain the role of the three entities which make up Parliament.																	
		Fill in the gaps.	Most proposals for a law start as a _____ Paper, which is a consultation document putting forward the ideas of the new law and inviting interested parties to put forward their views. After this a _____ Paper is created which sets out the firm proposal for the new law, often including a _____ of any intended Bill.																
		Complete the table with the stages of the parliamentary lawmaking process and what happens at each stage.	<table border="1"> <thead> <tr> <th>Stage</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>First Reading</td> <td>Where the name and aims of the Bill are read out.</td> </tr> <tr> <td></td> <td>Where the main debate on the Bill takes place.</td> </tr> <tr> <td>Committee Stage</td> <td></td> </tr> <tr> <td>Report Stage</td> <td></td> </tr> <tr> <td></td> <td>The final vote on the acceptance of the Bill.</td> </tr> <tr> <td>Alternative House</td> <td></td> </tr> <tr> <td>Royal Assent</td> <td></td> </tr> </tbody> </table>	Stage	Description	First Reading	Where the name and aims of the Bill are read out.		Where the main debate on the Bill takes place.	Committee Stage		Report Stage			The final vote on the acceptance of the Bill.	Alternative House		Royal Assent	
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# 1. Understand the criminal justice system in England and Wales

## AC1.1 Describe processes used for lawmaking



Illuminate Publishing: pp. 202–205  
Napier Press: pp. 87–92

		Questions	Answers																
<b>Government processes</b>		<b>Name and explain the role of the three entities which make up Parliament.</b>	Parliament is made up of the House of Commons, the House of Lords and the monarchy. The House of Commons is the elected house, made up of MPs, whereas the House of Lords is unelected and therefore cannot object to a Bill – they can only delay it. The monarch provides the formal approval to any Bill, although this is only a formality as they cannot object to this.																
		<b>Fill in the gaps.</b>	<b>Most proposals for a law start as a <u>Green</u> Paper, which is a consultation document putting forward the ideas of the new law and inviting interested parties to put forward their views. After this a <u>White</u> Paper is created which sets out the firm proposal for the new law, often including a <u>draft</u> of any intended Bill.</b>																
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	Questions	Answers
<b>Deterrence</b>	What is the difference between individual deterrence and general deterrence?	
	Does prison deter inmates from committing crimes in the future?	
	Which theory supports the idea of deterrence as an aim of punishment due to people being influenced by seeing the actions of others?	
<b>Public protection</b>	List two punishments which aim to protect the public.	1.
		2.
	Which two theories link to public protection as an aim of punishment, and why?	1.
		2.
<b>Reparation</b>	What is meant by reparation?	
	How can a victim of crime be compensated?	
	Would reparation be appropriate in all circumstances?	



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	Questions	Answers
<b>Deterrence</b>	What is the difference between individual deterrence and general deterrence?	Individual deterrence attempts to deter an individual from committing a crime again as they will want to avoid the same punishment. General deterrence aims to put people off committing crimes by knowing what sentences are given by the courts.
	Does prison deter inmates from committing crimes in the future?	As around half of all inmates go on to reoffend, it may seem as though prison is not an effective deterrence. Prisons have been referred to as 'universities of crime' where inmates actually learn more about criminal activities and build and strengthen their illegal networks. Also, prison may be desirable to some who can benefit from being in prison, e.g. by strengthening their criminal links, or others who have no accommodation or meaningful life in the outside world.
	Which theory supports the idea of deterrence as an aim of punishment due to people being influenced by seeing the actions of others?	Social learning theory supports the idea of deterrence, as by seeing others being punished, people will want to avoid the same punishment and, therefore, will not commit crimes.
<b>Public protection</b>	List two punishments which aim to protect the public.	Any two of the following: <ul style="list-style-type: none"> <li>• Custodial sentence, as the prisoner is taken out of society</li> <li>• Electronically monitored curfew may protect the public from those who offend during certain hours, e.g. in the evening</li> <li>• Exclusion orders preventing prolific shoplifters from going into shopping centres, for example, if they have targeted these previously</li> <li>• Football banning orders for those convicted of match-related offences</li> </ul> <p><i>Accept any other suitable response.</i></p>
	Which two theories link to public protection as an aim of punishment, and why?	<ol style="list-style-type: none"> <li>1. Right realists taking a harsh approach would support public protection to rid society of the most harmful offenders and thus tackle crime.</li> <li>2. As biological theories see offenders engaging in criminality due to their activities this would address crime.</li> </ol>
<b>Reparation</b>	What is meant by reparation?	The idea of making amends for the wrong suffered.
	How can a victim of crime be compensated?	A victim of crime can be compensated through monetary payment.
	Would reparation be appropriate in all circumstances?	Reparation may not be appropriate in all circumstances; for example, a victim's attacker, as this may only aggravate the matter.



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## **Additional Selected Question Pages**

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## AC2.3 Assess how forms of punishment meet the aims of punishment



Illuminate Publishing: pp. 227–232  
Napier Press: pp. 114–121

Questions		Answers	
<b>Imprisonment</b>	Explain each of the following sentences.	Life sentence	
		Indeterminate sentence	
		Fixed-term sentence	
		Suspended sentence	



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		Questions	Answers
<b>Imprisonment</b>			
		<b>Retribution</b>	
		<b>Deterrence</b>	
	<b>Explain how imprisonment meets the aims of Retribution, Deterrence, Public protection, Reparation and Rehabilitation</b>	<b>Public protection</b>	
		<b>Reparation</b>	
	<b>Rehabilitation</b>		



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	Questions	Answers	
<b>Community</b>	Give two examples of the types of sentence which can be given as a community sentence.	1.	
		2.	
<b>Community</b>	Which three aims of sentencing do community sentences address?	1.	
		2.	
		3.	
<b>Financial</b>	What aims of punishment do fines address?	1.	
		2.	
<b>Discharge</b>	What is the difference between absolute discharge and conditional discharge?	Absolute discharge	
		Conditional discharge	
<b>Discharge</b>	What aim of punishment do discharges address?		



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# AC3.1 Explain the role of agencies in social control

		Questions	Answers
<b>Agencies: Aims and objectives</b>	Complete the following table.	Police	
		CPS	
		Judiciary	
		Prisons	
		Probation	
<b>Agencies: Funding</b>	Explain how the following are funded.	Police	
		CPS	
		Judiciary	
		Prisons	
		Probation	



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