higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

CRIMINOLOGY
NQF LEVEL 2

17 November 2022

This marking guideline consists of 10 pages.

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SECTION A

QUESTION 1

1.1 False
1.2 True
1.3 True
1.4 True
1.5 False
1.6 False
1.7 True
1.8 False
1.9 True
1.10 True

(10 × 1) **[10]**

QUESTION 2

2.1 seven
2.2 disorders
2.3 micro
2.4 correctional
2.5 negative
2.6 poor
2.7 punitive
2.8 first
2.9 wildlife
2.10 high

(10 × 1) **[10]**

QUESTION 3

3.1 I
3.2 A
3.3 C
3.4 M
3.5 B
3.6 D
3.7 H
3.8 K
3.9 G
3.10 L

(10 × 1) **[10]**

TOTAL SECTION A: 30

SECTION B

QUESTION 4

4.1 Crimino-ethical can be defined as ethical issues relating to a criminologist's✓ and victimologist's✓ work. (2)

4.2 Criminology can be defined as the scientific study of crime✓ and criminal behaviour within a society.✓ (2)

4.3 **Note to the assessor:**
Any TWO (2) of the following for ONE (1) mark each.

The following must be used as a guide when awarding the marks.
- Compulsory education for everyone✓
- A reduction in unemployment and poverty✓
- The creation of employment opportunities✓
- The reduction of the urbanisation rate by developing rural areas✓
- The reduction of corruption, especially amongst leaders✓
- Prompt investigation of crimes, and the arrest and prosecution of suspects by competent law officials✓
- Short prison sentences
- The restoration and strengthening of family values✓ (2)

4.4 Victim surveys✓ and
Self-reported studies ✓ (2)

4.5 **Note to the assessor:**
Any TWO (2) of the following for ONE (1) mark each.

The following must be used as a guide when awarding the marks.
- The South African Police Service✓
- Courts of law✓
- Social services✓
- Health care workers✓
- Correctional services officials✓
- Department of Education✓
- Non-governmental organisations✓ (2)

[10]

QUESTION 5

5.1 Under-reporting of crime happens because many victims do not believe that there is much purpose in reporting a crime to the police.✓ This is either because they believe the crime was minor or because they do not believe that they will achieve anything by reporting the crime.✓ (2)

5.2 This principle states that decisions made in high court judgements✓ are viewed as law that is binding on the lower court.✓ (2)

5.3 **Note to the assessor:**
The assessor must use their own discretion when allocating marks, as given below.

- Any THREE (3) of the following steps for ONE (1) mark each
- Any description of the THREE (3) identified steps for ONE (1) mark each

The following must be used as a guide when awarding the marks.

- **Stage 1 – Agenda-setting stage**✓
  Political or public pressure raises concern that a problem exists.✓
- **Stage 2 – Policy formulation**✓
  Policy is formulated based on research and input from experts. The policy usually includes aims, objectives, policy statement and responsibilities.✓
- **Stage 3 – Policy programmes**✓
  Programmes are developed based on the findings and recommendations in the policy document.✓
- **Stage 4 – Policy implementation**✓
  The policy and programmes are implemented.✓
- **Stage 5 – Policy monitoring**✓
  The policy and its programmes are evaluated to determine whether the anticipated objectives are achieved.✓
- **Stage 6 – Policy evaluation**✓
  The effectiveness and impact of the policy is evaluated for purposes of future planning.✓ (6)

[10]

TOTAL SECTION B: 20

SECTION C

QUESTION 6

6.1 Aggression✓ (1)

6.2 Aggression is an action or threat aimed at causing injury and/or fear.✓ Aggressive crimes, such as murder and assault, cause direct physical harm to the victim,✓ while threats of aggression cause fear, effectively bullying the victim into doing what the offender wants.✓ Aggression also causes impulsive and unintentional crimes, such as crimes due to road rage.✓ (4)

6.3 **Note to the assessor:**

- ONE (1) mark each for the identification of the THREE (3) levels of crime prevention and reduction
- Any description of the THREE (3) identified levels for ONE (1) mark each
- TWO (2) examples for each level from the article for ONE (1) mark each Total SIX (6) marks)

The assessor must use their own discretion when allocating marks. Allow for student's own interpretation.

Level	Focus	Example
Primary crime prevention✓	Environmental factors that can cause crime✓	• While the processes of the criminal justice system regarding Lufuno's victimisation are underway, effective prevention programmes are also required in order to stop bullying at school.✓ • Such programmes must be designed with the view to empower everyone at school with skills and knowledge on how to prevent bullying from happening, and how to react appropriately when bullying is witnessed or reported.✓ • The school should also explore possibilities of developing learning programmes that will foreground bullying and raise awareness about this serious issue✓

Level	Focus	Example
Secondary crime prevention ✓	Empowering people who are at risk of offending or of becoming crime victims ✓	• To end bullying, the school should consider addressing bystanders, improving the availability of professional support services to victims of bullying, re-thinking the curriculum, and establishing stronger partnerships with other stakeholders.✓ • All learners at the school must be addressed in terms of the roles that they can play as active bystanders who are committed to ending bullying.✓ • The school, therefore, must form strong partnerships with parents, communities, government, religious institutions, and other relevant stakeholders to explore effective ways of addressing bullying at school.✓
Tertiary crime prevention ✓	Rehabilitating offenders with the aim of preventing reoffending ✓	• Bystanders must be empowered so that they know what bullying constitutes and are able to see when bullying happens and know how to intervene appropriately to stop it and protect the victim.✓ • To reduce the risk of victims taking their own lives, professional psychological counselling support must be offered to the victims without delay. However, the risk of taking their own lives among victims of bullying can only be significantly reduced if proper resources and victim support services are available at the school.✓ • Consequences of bullying and what needs to be done to stop and prevent school-based bullying should also form part of the topics for discussion within such learning programmes.✓

(12)

6.4 **Note to the assessor:**

- THREE (3) marks for the role of the family or caregiver in reducing or preventing crime.
- TWO (2) examples from the article for ONE (1) mark each

Total of FIVE (5) marks.

The assessor must use their own discretion when allocating marks. Allow for student's own interpretation.
Crime prevention literally begins at home. Families act as the socialisation agent than can either teach children pro-social or delinquent values and norms.✓ The socialisation of a child is not only the role of traditional parents, but also the role of any caregiver. A caregiver is any person that takes care of another person's physical and emotional needs, like teachers, family members or foster parents.✓ Various projects, governmental and non-governmental, are focusing on educational programmes aimed at moral regeneration within families and communities.✓

Example: However, the school cannot be successful in its efforts toward ending bullying if it acts alone. The violent behaviour that learners demonstrate at school, reflects, to a large extent, the normalised violence within households and communities✓

The school, therefore, must form strong partnerships with parents, communities, government, religious institutions, and other relevant stakeholders to explore effective ways of addressing bullying at school.✓ (5)

6.5 6.5.1 **Note to the assessor:**
Any FOUR (4) of the following for ONE (1) mark each

The following must be used as a guide when awarding the marks. Allow for student's own interpretation.

- A right not to be discriminated against, due to, amongst others, race, ethnic group, colour or sex✓
- A right to life, human dignity and freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources✓
- A right to be equal before the law✓
- A right to have his or her case heard✓
- A right to make use of public services (victim support services)✓
- A right to receive information✓ (4)

6.5.2 **Note to the assessor:**
Any FOUR (4) of the following for ONE (1) mark each

The following must be used as a guide when awarding the marks. Allow for student's own interpretation.

- Not to be deprived of freedom without a good reason✓
- Not to be detained without a trail✓
- To be free from all forms of violence from either public or private sources✓
- Not to be tortured in any way✓
- Not to be treated or punished in a cruel, inhumane, or degrading way.✓ (4)

[30]

TOTAL SECTION C: 30

SECTION D

QUESTION 7

7.1 **Note to the assessor:**
Allocate TEN (10) marks as follows

- Techniques for measuring criminal behaviour for THREE (3) marks
- TWO (2) examples from the article for ONE (1) mark each
- Strengths of criminal victimisation measuring techniques for THREE (3) marks
- TWO (2) examples from the article for ONE (1) mark each

<u>The techniques for measuring criminal behaviour</u>.
We can measure criminal victimisation by means of victim surveys and self-reported studies, because during these studies, the focus falls on the victims of crime, rather than on the offender or the crime.✓ Crime victim surveys are studies where the victims of crime are asked about the general impact that a crime has had on their lives. Self-reported studies are also conducted with victims of crime, but focus on a specific type of crime, such as murder, robbery and rape.✓ Victims are questioned about their crime experiences and their experiences in dealing with the criminal justice system.✓ In this regard, victim surveys are important because they can give more information on people's emotional experiences, as well as further victimisation when dealing with the police or courts.✓ We can measure criminal victimisation using questionnaires or interviews.✓ Research organisations or NGOs are usually responsible for conducting this type of research.✓

Examples from the article:

- a victim survey✓
- victims report the crimes to police✓

The strengths of criminal victimisation measuring techniques

Criminal victimisation is measured using scientific research techniques and methodologies.✓ The strengths of these measurements are that information is collected from the public's point of view, rather than that of the police and courts.✓ The analysis of the information includes descriptive information, such as answers to what, where and how the crime happened.✓ This information is important, because it helps us to understand the nature of specific crimes, such as where and when they are most likely to occur, the relationship between victims and offenders and the levels of violence used during the crime.✓ This information, in turn, can help with the formulation of crime reduction and prevention strategies for specific areas and specific crimes.✓ Internationally, victim surveys are performed yearly to supplement police statistics.✓ Together with the official crime statistics, the survey results are used for crime prevention, policing and justice policy formulation.✓ They also assist in identifying where more resources, for example, police stations and community courts, are needed, as well as improving victim support services. ✓

Examples from the article:

- This survey allows us to estimate the percentage of all households and individuals older than 16 who experience crime✓
- More, good-quality data means better ability to effectively understand and intervene in problems✓ (10)

7.2 Police statistics only represent crimes reported✓ to and recorded by police.✓ (2)

7.3 **Note to the assessor:**
Allocate EIGHT (8) marks for any of the following:

The following must be used as a guide when awarding the marks. Allow for student's own interpretation.

Stress can be defined as psychological✓ or mental tension✓ or emotional strain✓ as a response to pressure and demands from the environment.✓ According to the strain theory, crime is the result of conflict between people's goals (what a person wants to achieve)✓ and the ways in which they can achieve these goals.✓

People have social goals (such as wanting to be popular) and economic goals, but unfortunately this is not always achievable.✓ When we do not achieve our goals, this can cause feelings of anger,✓ frustration✓ and resentment,✓ which can, in turn, lead to stress.✓

In this situation, some people choose to work harder, or accept their circumstances,✓ while others choose alternative,✓and sometimes criminal,✓ means to achieve their goals.✓

However, apart from stress caused by not meeting our goals, other stressors can also cause criminal behaviour,✓ such as:

- family stress, for example, conflict, divorce, or abuse ✓
- stress in communities, for example, gangs and vigilantism✓
- victimisation, for example, being a victim of crime✓ (8)

[20]

TOTAL SECTION D: 20
GRAND TOTAL 100

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