higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

CRIMINOLOGY
NQF LEVEL 2

(821022)

17 November 2022 (Y-paper)
13:00–16:00

This question paper consists of 12 pages.

449Q1N2217

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TIME: 3 HOURS
MARKS: 100

INSTRUCTIONS AND INFORMATION

1. Answer all the questions.
2. Read all the questions carefully.
3. Number the answers according to the numbering system used in this question paper.
4. Start each section on a new page.
5. Use only a black or blue pen.
6. Write neatly and legibly.

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SECTION A

QUESTION 1

Indicate whether the following statements are TRUE or FALSE by writing only 'True' or 'False' next to the question number (1.1–1.10) in the ANSWER BOOK.

1.1 In the 19th century, classic criminologists questioned the cruel punishment of crime.

1.2 Criminologists interact with the courts and the legal system in a number of different ways.

1.3 The criminologist is involved in all the steps of the policy cycle that relate to crime, criminal behaviour and victimisation.

1.4 In criminology, supporters of the strain theory believe that strain (stress) is a risk factor that can be associated with the causation of criminal behaviour.

1.5 Two types of official crime statistics are crime-victim surveys and self-reported studies.

1.6 A criminologist should respect his or her client's dignity and should discriminate against him or her on the basis of age, gender, race, and so forth.

1.7 Criminology aims to study crime as a social phenomenon.

1.8 South Africa's Constitution was adopted by the Constitutional Assembly on 9 May 1996.

1.9 The need to financially support a drug habit can also lead to secondary crimes, like theft or dealing in drugs.

1.10 An interdict is a court order prohibiting some action or activity.

(10 × 1) **[10]**

QUESTION 2

Complete the following sentences by choosing the word or words in the list below. Write only the answer next to the question number (2.1–2.10) in the ANSWER BOOK.

second; regional; judicial; personality; seven; positive; six; macro; correctional; negative; micro; poor; high; erratic; disorders; wildlife; punitive; good; first

2.1 There are … groups that can act as resources for victims of crime in the criminal justice system.

2.2 It is very important to note that, in most instances, … do not cause criminal behaviour

2.3 …-social factors can be associated with criminal risk factors.

2.4 The … phase in the criminal justice process is very important.

2.5 Crime has a … impact on economic development in South Africa.

2.6 Friends of a person with a …self-concept will be more likely to influence that person to become involved in criminal activities.

2.7 Parents using a … parenting style believe in tight rules and harsh discipline.

2.8 During the … court appearance, an accused should be charged or informed why he/she is still locked up in a police cell/prison.

2.9 Ecological criminology is a study of … and environmental crimes.

2.10 A … court has appeal jurisdiction, and it can function as a court of first appearance.

(10 × 1) **[10]**

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QUESTION 3

Choose a term from COLUMN B that matches a description in COLUMN A. Write only the letter (A–M) next to the question number (3.1 - 3.10) in the ANSWER BOOK.

COLUMN A		COLUMN B	
3.1	Being answerable or accountable for one's conduct in accordance with rules or standards agreed as defining right conduct	A	restitution
		B	predisposition
3.2	To return something to its former state. The court, after conviction, orders the offender to repair damaged property, or to give back the victim's property that the offender unlawfully took.	C	inalienable
		D	genus
		E	positivism
3.3	Not capable of being lost or given away	F	genetic
3.4	People will do things to achieve happiness and pleasure, and to avoid pain.	G	crime prevention
		H	formal groups
3.5	A tendency to develop certain diseases or character traits due to your genetic make-up	I	ethical responsibility
3.6	A class, group or kind that has common attributes or characteristics. Usually consists of more than one species.	J	species
		K	forensic services
3.7	State organisation, NGOs and community-based organisations are situated in a community with the aim of rendering a specific service to the community	L	judicial process
		M	utilitarianism
3.8	Scientific study of evidence on a crime scene, such as fingerprints, blood and fibres		
3.9	Measures that authorities, communities, businesses and individual take to control and prevent crime		
3.10	The course of all proceedings in a legal action by which a judgement is arrived at		

(10 × 1) **[10]**

TOTAL SECTION A: 30

SECTION B

QUESTION 4

4.1 Define the term *crimino-ethical.* (2)

4.2 Define the term *criminology*. (2)

4.3 Name any TWO guidelines that leaders of Africa need to consider when developing crime prevention programmes. (2)

4.4 Identify the TWO techniques for measuring criminal victimisation. (2)

4.5 List any TWO groups that can act as resources for victims of crime in the criminal justice system. (2)

[10]

QUESTION 5

5.1 Explain the concept *under-reporting of crime*. (2)

5.2 Discuss the principle of *stare decisis* that we use in South Africa that influences how criminal behaviour is determined. (2)

5.3 Describe the process that is sometimes referred to as the policy cycle.

Note to the learner:

- Name any THREE (3) steps in the cycle for ONE (1) mark each.
- Describe the given steps for ONE (1) mark each. (6)

[10]

TOTAL SECTION B: 20

SECTION C

QUESTION 6

Read the article and then answer all the questions.

What should be done to stop bullying in schools

Emmanuel Mayeza
On Monday, 12 April 2021, Lufuno Mavhunga, a 15-year-old at Mbilwi Secondary School in Limpopo, South Africa, was aggressively assaulted by another learner at school.

The video showing the humiliating violent attack was circulated on various social media platforms. Sadly, Lufuno subsequently died as a result of suicide.

During the bullying incident, bystanders (her schoolmates) watched, cheered, laughed, and recorded videos of the incident. The alleged perpetrator (a 14-year-old girl at the same school) has since been arrested by the police and charged with assault.

The school will institute disciplinary action against the bystanders who failed to assist and protect Lufuno. Lufuno's family, however, believes that the school did not do enough to support Lufuno after the incident was reported to the school principal.

The victimisation of Lufuno could have been prevented.

Suicide: the ultimate consequence of being bullied at school

Lufuno's victimisation and her tragic death highlight the scourge, as well as the seriousness, of the problem of bullying in South African schools.

School-based bullying has various consequences for everyone at school, but victims often incur the most devastation from bullying.

The consequences of being bullied at school include the development of psychological and emotional problems such as distress, damaged self-esteem, anxiety, depression, and suicidal thoughts.

If these problems are not addressed timeously or appropriately, it could ultimately result in suicide. Although Lufuno's victimisation was reported to the school authorities, the young victim did not receive any professional psychological counselling following the traumatic experiences of being bullied and the video of this incident being shared on social media.

It seems that the victim dealt with the bullying mostly by herself and that the people who knew about the bullying did not take her ordeal and anxieties seriously enough.

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Bullying is gendered and complex: Girls as victims and as bullies

Bullying is a form of gender violence. It is based on the asymmetrical relations of power that are prevalent in our patriarchal society.

The key feature of such relations is men and boys assuming authority, domination, and control through violence against girls, women, and femininities.

However, Lufuno's victimisation draws our attention to the complexities of bullying and gender power relations among learners at school. Although boys and men often emerge as perpetrators of violence against girls and women, bullying in schools is a complex issue and girls are not always the passive victims of male violence. Both girls and boys can become victims and bullies.

Bullying is an expression of power, and girls too are capable of expressing power through forms of violence against other girls and against some boys.

Indeed, a recent study on bullying among learners in a South African primary school highlights the vulnerability of younger boys to violence perpetrated by older girls at school. Therefore, we must acknowledge that the victimisation of Lufuno by another girl is not something unique.

Gender relations are dynamic, and we can see that girls too have learnt how to use violence to express power and to claim dominance over other learners in schools.

What needs to be done to stop and prevent school-based bullying?

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.

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. 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.

They must know the seriousness of bullying and its consequences, and that this includes suicide.

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Bystanders must understand that posting a video or a photo on social media showing someone being abused is in itself also a form of bullying. Bystanders must be informed that they have a responsibility to report any form of bullying they witness at school to the school authorities or to their parents or guardians.

When learners report bullying, school authorities need to take the reported incident seriously and act appropriately, especially in terms of supporting 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.

The lack of such resources and services at Mbilwi Secondary School presents a major risk for victims to resort to suicide. The school should also explore possibilities of developing learning programmes that will foreground bullying and raise awareness about this serious issue. Such programmes should be compulsory for all learners and must be designed to encourage learners to speak out about their experiences, perceptions, and anxieties around bullying.

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.

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.

The school must engage productively with these different stakeholders, and such engagements should also include learners' voices and perspectives on the issue of bullying and how to end it.

- *Dr Emmanuel Mayeza is a Senior Lecturer in the Department of Sociology, University of the Free State.*

[Source: https://www.news24.com/news24/columnists/guestcolumn/opinion-what-should-be-done-to-stop-bullying-in-schools-20210421]

6.1 According to the article, identify the risk factor that can be associated with the crime in the article. (1)

6.2 Briefly describe the *identified risk factor*. (4)

6.3 Outline the different crime prevention levels according to the article.

Note to the learner:

- Name the THREE (3) levels of crime prevention and reduction for ONE (1) mark each.
- Describe the focus of each level for ONE (1) mark each.
- Provide TWO (2) examples for each level from the article for ONE (1) mark each.

Total of TWELVE (12) marks (12)

6.4 Outline the role of the family or caregiver in reducing or preventing crime according to the article.

Note to the learner:

- Discuss the role of the family or caregiver in reducing or preventing crime according to your study material for THREE (3) marks.
- Identify TWO (2) examples from the article for ONE (1) mark each.

Total of FIVE (5) marks (5)

6.5 'During the bullying incident, bystanders (her schoolmates) watched, cheered, laughed, and recorded videos of the incident. The alleged perpetrator (a 14-year-old girl at the same school) has since been arrested by the police and charged with assault.'

6.5.1 State the victim's rights according to the Bill of Rights. (4)

6.5.2 State the offender's rights according to the Bill of Rights. (4)

[30]

TOTAL SECTION C: 30

SECTION D

QUESTION 7

Read the extract from an article and then answer the questions.

South Africa's Victims of Crime Survey adds useful insights
More data means better ability to address the country's public safety challenges.
By Andrew Faull, 4 January 2021

Police crime statistics provide only limited insight into the nature of crime and violence. This is not a uniquely South African problem. The same is true of all police data around the world. For a range of reasons, a lot of crime and violence is never reported to police. This limits the use of relying on police statistics alone to develop interventions to improve public safety.

Fortunately, complementary methods for understanding crime and violence exist. One of these, a victim survey, is well established in South Africa. A second that draws on health data – the Cardiff Model – is in its infancy but developing. South Africa's latest Victims of Crime (VOCS – Governance, Public Safety, and Justice) Survey was published on 1 December. This survey explores experiences and perceptions of crime among South Africa's population.

Unlike police statistics, which only represent crimes reported to and recorded by police, this survey allows us to estimate the percentage of all households and individuals older than 16 who experience crime. It also gauges the rate at which victims report the crimes to police and asks how safe people feel.

This may appear counterintuitive in a country with a murder rate six times the global average, but it need not be. Crime and violence are not equally distributed. Some areas and people are significantly more vulnerable than others. So, while some communities may be increasingly vulnerable to repeat victimisation, others may be shielded by advances in private security, surveillance technology, and neighbourhood solidarity.

As should Police Minister Bheki Cele's decision to release quarterly crime statistics, and the Western Cape government's move to use health data to measure violence. Whatever they reveal, more good-quality data means better ability to effectively understand and intervene in problems, making South Africa safer.

[Source: https://issafrica.org/iss-today/south-africas-victims-of-crime-survey-adds-useful-insights]

7.1 Analyse the techniques and strengths for measuring criminal behaviour according to the extract from the article.

Note to the learner:

- Discuss the techniques for measuring criminal behaviour for THREE (3 marks).
- Identify TWO (2) examples from the article for ONE (1) mark each.
- Discuss the strengths of criminal victimisation measuring techniques. (3 marks)
- Identify TWO (2) examples from the article for ONE (1) mark each.

Total of TEN (10) marks (10)

7.2 Indicate TWO (2) limitations of crime statistics indicated in the article. (2)

7.3 'Supporters of the strain theory believe that strain (stress) is a risk factor that can be associated with the causation of criminal behaviour.'

Support the abovementioned statement, in outlining stress as causation of crime. (8)
[20]

TOTAL SECTION D: 20
GRAND TOTAL: 100

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