higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE

NATIONAL CERTIFICATE (VOCATIONAL)

APPLIED POLICING
NQF LEVEL 4

28 November 2023

This marking guideline consists of 8 pages.

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SECTION A

QUESTION 1

1.1 C
1.2 C
1.3 A
1.4 B
1.5 B
1.6 D
1.7 D
1.8 A
1.9 C
1.10 D

(10 × 1) **[10]**

QUESTION 2

2.1 True
2.2 False
2.3 True
2.4 True
2.5 False

(5 × 1) **[5]**

QUESTION 3

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

(10 × 1) **[10]**

QUESTION 4

4.1 monitoring
4.2 future-orientated
4.3 long-term planning
4.4 immediate crime
4.5 actions

(5 × 1) **[5]**

TOTAL SECTION A: 30

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SECTION B

QUESTION 5

5.1 **Note to the assessor: the candidate must identify the area (object) of policing in which the problems are identified (see the mark allocation), name the key actions that denote the SARA acronym or mnemonic (scanning, analysis, response, assessment) for ONE mark each, and then explain how the SARA model can be utilised in dealing with the problems (use your discretion here – see the notes below – for ONE mark at each of the FOUR actions).**

Therefore, the maximum marks to be awarded are: TWO marks for the area/object of policing covered by the scenario, FOUR marks for the FOUR actions of the SARA acronym/mnemonic, and FOUR marks (ONE at each of the FOUR actions) for the brief explanations.

The scenario talks to problems in the environment of crime investigation✓, which kicks in when crime prevention has failed✓.

Scanning: ✓ the identification of crime problems, issues and concerns in the community in the station area. Information may be gained from observations by police officials as they work in the community. Residents, school teachers, hospital staff and business people can also identify crime problems. The systematic study of data on the area, such as computer-generated information of when and where crime occurs, or crime maps, is useful to identify the problems. The scenario points out problems with crime statistics, detective caseloads, detective competence, and also issues of detective criminality and poor discipline amongst detectives. It also refers to a failure by detectives to deal with the physical demands of the job. ✓
Analysis: ✓ information gathered will be of no use unless it is coordinated and organised. Patterns of types of crime, places where crime takes place, and problem areas must be identified clearly. Data needs to be analysed to be useful. The scenario points out that “crimes against women and children” has been a policing priority for 26 years, and the converse of the murder solving rate (14.5%) actually means that 84.5% of all murders in South Africa are never solved. ✓
Response:✓emerges from the cooperative analysis. Response will focus on effectively dealing with the problem and is also called 'intervention'. After data are analysed, a plan of action is drawn up and carried out. Even though it is not really successful, the 26 year old response to “crimes against women and children” means that it was at least a recognition of a problem, and an effort to deal with the problem. The creation of the Crime Detection University that the scenario refers to can be seen as a response. “Programmes” are available in response to the health and fitness issues, although utilisation is “unclear”. ✓
Assessment: ✓means that the responses are evaluated for their effectiveness in dealing with the problem. Perhaps candidates will recommend that progress / effectivity studies be done on the responses to the problems?✓ (10)

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5.2 **Note to the assessor: Answers should follow the following exposition to a maximum of FIVE marks, but your discretion is not negated.**

The evidence is of obvious and paramount importance for the effective investigation of crime. ✓ It should therefore be treated carefully ✓and the integrity✓ of the evidence (not tampered with, not contaminated) ✓ must be guaranteed. ✓The continuity of possession ✓ (when evidence is handed over from one person to another✓) is equally important. Evidence may give an indication of other aspects of suspect identification, ✓for instance when comparative modus operandi✓ and physical evidence are identified on several✓ crime scenes. (Any 5 x1) (5)

5.3 **Note to the assessor: the key issue is to link <u>discipline</u> amongst detectives to <u>drill</u> (through saluting and compliments). Answers should follow the following exposition to a maximum of FIVE marks, but your discretion is not negated.**

From the scenario ("criminal acts; disregard to the rule of law and rights of people; unfounded allegations against commanders"; lack of "physical fitness needed to do the job") it can be deduced that discipline needed to be improved amongst detectives✓. <u>Personal discipline</u> ✓is based on principles and about doing the right thing✓. <u>Interpersonal discipline</u> ✓is about respect for others and serving others. ✓ <u>Workplace discipline</u> ✓means obeying the rules while at work. ✓ Saluting and compliments (which one learns about through drill) has an influence on all three types of discipline. ✓ It teaches the detective (and, of course, all police officials) principles, serving, and obeying the regulatory framework of the policing career. ✓ (Any 5 x 1) (5)

5.4 **Note to the assessor: the key issue is to link the <u>skill and fear fitness test</u> to the <u>physical competence of detectives to execute police work effectively</u>. Answers should follow the following exposition to a maximum of FIVE marks (which is why an analysis of each of the ten obstacles are not required), but your discretion is not negated.**

Like the standard police fitness test and the job-related battery fitness test, the skill and fear fitness test will support the cardio-vascular, muscle strength and flexibility needs of the policing career. ✓ Each of the ten obstacles covers these three needs to some or other level. ✓ It also attempts to develop further skills ✓ that will assist the police official on the street, inclusive of the need to address fear. ✓ Some practical policing examples are: the test helps police officials to run or burst through a group of people and protect firearm retention (the tyre resistance obstacle) ✓, overcome challenges in pursuit of a suspect (the high-low bars obstacle; the mid-bars obstacle; the assisted wall obstacle; the balancing beam obstacle) ✓, carry one's own body weight (the hang ladder obstacle) ✓, deal with fear (the tower obstacle and the Jacob's ladder obstacle deal with the fear of heights; the tunnel obstacle deals with the fear of enclosed spaces, deep and cavernous places, fear of darkness, fear of crawling insects), ✓ and to remove ✓ oneself from a dangerous situation such as during a shooting incident or to move✓ ✓ towards a place where someone needs assistance (the leopard crawl obstacle) ✓.

(Any 5 x 1) (5)

[25]

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QUESTION 6

6.1 **Note to the assessor: the candidate must <u>distinguish</u> ("show the (s)he understands the difference") between the three terms.**

Data is raw, unanalysed numbers and facts about people and / or events. ✓ Information is processed data that is relevant to the police and is timely, accurate and reliable. ✓ Intelligence is information that that has been subjected to analysis. ✓ Does the candidate remark on the possible knowledge of the people of Mxolici's Village on crime data, crime information and crime intelligence? ✓ (3)

6.2 **Note to the assessor: the candidate must <u>apply</u> ("put into operation" / "put to use") the PESTLE approach to argue a case for cooperation between policing agencies. Answers should follow the following exposition to a maximum of TWELVE marks, and your discretion is required. However, the SIX aspects of the mnemonic must only be awarded ONE mark each ONCE.**

PESTLE is a mnemonic for **P**olitical, **E**conomic, **S**ocial, **T**echnological, **L**egal, and (natural) **E**nvironmental. It may be put to use successfully if one wants to argue in favour of cooperation between policing agencies. The argument should be in terms of a question ✓asked on each of all SIX aspects, as follows: does it make (political✓ / economic✓ / social ✓/ technological✓ / legal / ✓environmental✓) sense to cooperate and collectively mobilise our resources? Here are some examples: Politically, it will be difficult to argue that cooperation and collective mobilisation of police resources should <u>not</u> take place. ✓ Economically, the effective, efficient and transparent utilisation of the taxpayer's contribution ✓is paramount in the Public Finance Management Act (1/1999, commonly known as the "PFMA") and should always be part of the argument, and so forth. What are the social implications, for instance, when "something got broken" with the robbing of the Spur in Mxolici's Village? Will the inhabitants demand policing cooperation perhaps? ✓

(12)

6.3 **Note to the assessor: the candidate must <u>defend</u> ("conduct the case for") local knowledge in analysing crime prevention problems. Answers should follow the following exposition to a maximum of FIVE marks, but your discretion is not negated.**

The police are not the only entity in society that will know something about the crime in a specific locality – the local community invariably possesses valuable knowledge about the crime situation. ✓ It many cases, the police are even dependent on the local community to provide critical information, which may be used to plan and execute crime prevention. ✓This augments the importance of active cooperation between the community and the police, ✓ and it means that the police have much more to use than clinical statistical analysis methods only. ✓ All people and organisations who may shed a light on the problem should be

involved. ✓ In South Africa, the roles played by non-governmental organisations (NGO's), ✓ community-based organisations (CBO's), ✓ faith-based organisations (FBO's) ✓, community police forums (CPF's) ✓and academics ✓are particularly visible. (5)

6.4 **Note to the assessor: the candidate must summarise ("give a brief statement on") the advantages of computer-assisted presentations (CAPs) to present a crime prevention plan to the community. Answers should follow the following exposition to a maximum of FIVE marks, but your discretion is not negated.**

The main advantage of CAPs is that they are highly visual ✓as the presenter can import ✓slides, images, videos, graphs and text into the presentation. Consequently, illiterate or semi-literate people✓ can understand ✓the plan better. A CAP is easy to store in electronic format, ✓ can be updated quickly✓ and sent to another person by email✓. (5)

[25]

TOTAL SECTION B: 50

SECTION C

QUESTION 7

7.1 **Note to the assessor: The candidate must <u>differentiate</u> ("show the difference") between the reports, and <u>link</u> these reports to the concept of "a good shift". Answers should follow the following exposition to a maximum of TEN marks, but your discretion is not negated.**

The scenario suggests (in the first paragraph) that successes (and therefore, to be in the good books of the supervisor) depend on proving the required performance targets. ✓ This would then constitute "a good shift". ✓ **Crime reports**✓ are reports that can be compiled on a daily, monthly and yearly basis and are compiled on the general extent and type of crime.✓ They are formal reports and registers that show a glance of the general state of affairs.✓ They include all the evidence in the form of statements, which are essential for the successful completion of a criminal investigation.✓ **Arrest reports**✓ reflect the arrest procedures to be followed.✓ It shows both the successes achieved✓ and the problems experienced in this regard and will provide the typical offenders and trends that can be identified.✓ **Investigative reports** are follow-up reports that indicate the progress of the investigation.✓ They include reports from forensic and other experts who have dealt with particular aspects of the investigation,✓ sketches✓ and photographs of the scene of the crime.✓ **Evidence reports**✓ deal mainly with criminal investigations.✓ They contain information about the collection of evidence,✓ the detection, preservation and handling of physical evidence,✓ the use of evidence✓ as well as summaries of the evidence available, indicating evidence still to be gathered.✓ (10)

7.2 **Note to the assessor: The candidate must <u>analyse</u> ("examine something methodically and in detail, in order to explain and interpret it") the various uniformed (not detective) operational policing services performed during a shift. The candidate is also required to express an <u>opinion</u> ("a view or judgement") that will require the construction of an answer based on cumulated competence in the policing environment over the three years of study). Answers should follow the following exposition to a maximum of TEN marks, but your discretion is not negated.**

Uniformed operational personnel on shift duty perform visible policing. ✓ This is where crime prevention (as compared to crime investigation, for instance) is the focus. ✓ As such, these police officials work on the predisposing factors (the desire to commit a crime) ✓ as well as the precipitating factors (the opportunity to commit a crime) ✓ of crime causation. They therefore get involved with community outreach programmes✓ (such as "Adopt-a-Cop"), youth programmes based on simulated super hero characters✓ (such as "Captain Crime Stop"), drug exhibitions at schools, ✓ participating in the work of non-governmental organisations ✓ (NGO's), ✓ community-based organisations (CBO's), ✓ faith-based organisations (FBO's) ✓, universities✓ and other governmental structures such as the departments of health and social services. ✓ Patrolling✓ is an integral part of the work (of which there are a variety in a wide range from foot patrols to aircraft patrols). ✓ An important part of the shift is to attend to complaints ✓ and to act accordingly within the legal status that the police have. ✓Why did the police officials enjoy their shifts so much? EXAMPLE ANSWER: From the scenario it is not clear why they were joyful before "moving to their offices and cars". ✓ One may therefore merely guess that they may have liked their job. ✓ It may be deduced from the scenario that they were joyful at the end of the shift because they would be released from "coercive commanders and the constraints of bureaucracy" …✓ (10)

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[20]

OR

QUESTION 8

8.1 **Note to the assessor: The candidate must <u>critique</u> ("evaluate in a detailed and analytical way") the statement against the theme and content of the scenario. Answers should follow the following exposition to a maximum of FIVE marks, but your discretion is not negated.**

The rule of law is paramount in a constitutional state. ✓ Consequently, police officials must comply with the law✓ (the Constitution 1996, statutory law, common law, and case law) ✓. All instructions must be consistent with the prescripts of the law to be valid. ✓ (In this regard, the lead in the scenario is:" Police officials simply are expected to comply with the constitutional and statutory prescripts that pertain to their work"). ✓The question is not necessarily about what a politician or a senior commissioned officer want, but what the law (5)

says. ✓ It follows that police activities may never be dictated by political expediency, ✓ popular politics✓ or organisational power✓ if these are inconsistent ✓with the law.

8.2 **Note to the assessor: The candidate must consider ("think carefully about") opportunities for non-compliance with the law during a shift at a police station. Therefore, candidates must identify the opportunities and briefly explain what those opportunities are. The question is open to different answers, and the summarised ("stating the main points of") guidelines below are open to your discretion to a maximum of FIFTEEN marks.**

Opportunities can be area bound✓ (in the Community Service Centre, ✓ the cells✓, an office✓, outside on patrol✓, or while attending complaints, *et cetera*) or activity bound. ✓ As far as the latter is concerned, non-compliance can be found in falsitas ✓ (a lie, ✓ doing unlawful things✓, registering the wrong crime so as to make the crime statistics look better✓, wilfully falsifying a statement✓) and violence ✓ (brutality, ✓ torture during questioning✓, assault✓). (15)

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100