



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

**CRIMINOLOGY**

**NQF Level 2**

October 2007



# **CRIMINOLOGY - LEVEL 2**

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## INTRODUCTION

### A. What is Criminology about?

Crime is a social problem that affects the quality of life of all individuals and victims, in particular. It has severe consequences for the sustained development of society, the economy and the ecology. The term criminology is derived from Greek and literally means 'the study of crime'. It is an applied discipline in the human sciences and its field of study is crime, criminals, victims, victimology, the functioning of the criminal justice system, punishment, and programmes to deal effectively with crime and victimisation. Criminologists study aspects such as why people commit crime, society's reaction to crime, crime patterns and tendencies, why some behaviour is branded as criminal and others not. They also try to determine why some people become victims, the profile of the victim and what makes people prone to victimisation.

### B. Why is Criminology important in the Safety in Society programme

The study of criminology is an important factor contributing to the creation and maintenance of safety in society so that individuals, society and the economy may develop optimally. Merely forbidding certain behaviour as criminal by means of laws and punishment is not enough. It is important to understand why certain behaviours are forbidden by law, why this varies from country to country and within a country from time to time. It is also important to develop and implement programmes effectively to reduce or prevent crime and victimisation. There is a particular focus on the rights and needs of victims and offenders in terms of the Bill of Rights in the South African Constitution and international treaties.

### C. The link between Criminology Learning Outcomes and the Critical and Developmental Outcomes

By studying criminology, students

- Learn to think laterally, critically and creatively when dealing with conflict, deviance, crime and victimisation
- Work and communicate with others as members of a multi-disciplinary team to deal with crime and victimisation effectively
- Use science and technology appropriately, effectively, responsibly and ethically when dealing with crime and victimisation
- Balance victim and offender rights within the framework of the SA Constitution and Bill of Rights
- Develop specific skills and programmes to deal more effectively with crime and victimisation to ensure and maintain safety in society
- Enhance their status and employability.

### D. Factors that contribute to achieving Criminology Learning Outcomes

Students who like solving and analysing problems in a critical and creative manner and who have an interest in safety in society will do well in this subject. An ability to communicate effectively is important. It requires the development of research skills and problem solving techniques.

## 1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

## 2 SUBJECT LEVEL FOCUS

- The development of criminology as a field of study
- The role and ethical responsibilities of the criminologist within society and the criminal justice system
- Victim, offender and ecological rights in terms of the Bill of Rights in the SA Constitution and the SA Charter for Victims of Crime
- Services for victims in the criminal justice system
- Risk factors contributing to crime, models to reduce or prevent crime and techniques to measure crime and victimisation.

## 3 ASSESSMENT REQUIREMENTS

### 3.1 Internal assessment (50 percent)

#### 3.1.1 Theoretical component

The theoretical component forms 40 percent of the internal assessment mark.

Internal assessment of the theoretical component in Criminology (Level 2) takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

#### 3.1.2 Practical component

The practical component forms 60 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Criminology (Level 2) takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term “Structured Environment”**

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. Activities in the simulated workplace or environment must be documented in a logbook with a clear listing of the competencies to be assessed. The following information must be contained in the logbook:

- Nature of department or environment in which practical component was achieved
- Learning Outcomes
- Activities in the environment with which to achieve the Learning Outcomes
- Time spent on activities
- Signature of facilitator or supervisor and student

For the logbook to be regarded as valid evidence, it must be signed by an officially assigned supervisor.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student’s PoE. The assessment instruments used for the purpose of conducting these assessments must be part of the evidence contained in the PoE.

### 3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment (ICASS).

### 3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

## 3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Criminology* (Level 2).

## 4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The development of criminology as a field of study (science)	15%
2. The role and ethical responsibilities of the criminologist within society and the criminal justice system.	15%
3. Victim, offender and ecological rights in terms of the Bill of Rights in the SA Constitution and the SA Charter for Victims of Crime and Minimum Standards on Services for Victims of Crime	20%
4. Risk factors contributing to crime	20%
5. Different techniques for measuring crime and victimisation	15%
6. Models and role-players to reduce or prevent crime	15%
<b>TOTAL</b>	<b>100</b>

## 5 CALCULATION OF FINAL MARK

Internal assessment mark: Student’s mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student’s mark/100 x 50 = a mark out of 50 (b)

**Final mark: (a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

## 6 PASS REQUIREMENTS

A student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

## 7 SUBJECT AND LEARNING OUTCOMES

On completion of Criminology Level 2, the student should have covered the following topics:

- Topic 1: The development of criminology as a field of study (science)  
Topic 2: The role and ethical responsibilities of the criminologist within society and the criminal justice system  
Topic 3: Victim, offender and ecological rights in terms of the Bill of Rights in the SA Constitution and the SA Charter for Victims of Crime and Minimum Standards on Services for Victims of Crime  
Topic 4: Risk factors contributing to crime  
Topic 5: Different techniques for measuring crime and victimisation  
Topic 6: Models and role-players to reduce or prevent crime

### 7.1 Topic 1: The development of criminology as a field of study (science)

**7.1.1 Subject Outcome 1:** Discuss the key concepts in criminology

**Learning Outcomes:**

- Explain the concept science
- Define the terms criminology, crime, offender, victimology and victim
- Analyse crime as a social construct
- Indicate the fluctuating parameters of crime

**7.1.2 Subject Outcome 2:** Explain the origin and development of criminology

**Learning Outcomes:**

- Discuss the origin and development of criminology and victimology internationally
- Explain the development of criminology in Africa and South Africa
- Describe models, strategies and programmes to reduce or prevent crime and victimisation

**7.1.3 Subject Outcome 3:** Describe the different organs of state involved in the administration of justice and their functions

**Learning Outcomes:**

- Identify the different organs of state involved in the administration of justice  
*Range: SAPS, Courts of Law, Dept Correctional Services*
- Explain the roles and functions of the South African Police Service
- Explain the roles and functions of the Courts of Law
- Describe the Department of Correctional Services and its functions

### 7.2 Topic 2: The role and ethical responsibilities of the criminologist within society and the criminal justice system

**7.2.1 Subject Outcome 1:** Explain the contribution of criminology within society

**Learning Outcomes:**

- Explain the criminologist's function to study and explain crime and victimisation
- Discuss the criminologist's role to develop and implement policies
- Analyse the criminologist's function to implement and evaluate the effectiveness of strategies to reduce or prevent crime and victimisation
- Indicate how the criminologist can contribute to sustainable social and economic development

**7.2.2 Subject Outcome 2:** Describe the role and function of the criminologist within the criminal justice system

**Learning Outcomes:**

- Describe the contribution of the criminologist towards safety and security  
*Range: South African Police Service and security sector*
- Appraise the role and function of the criminologist with respect to the courts of law  
*Range: Pre-train phase, diversion, pre-sentence reports, victim impact statements, restorative justice processes*
- Explain the contribution of the criminologist towards corrections.  
*Range: Post trial offender management and risk assessment, treatment plans for offenders, facilitation of release preparation and parole boards*

**7.2.3 Subject Outcome 3:** Explain the ethical responsibilities of the criminologist within society and the criminal justice system

**Learning Outcomes:**

- Discuss the ethical duty of the criminologist towards the community
- Explain basic crimino-ethical requirements when collecting crime or victimisation information
- Analyse basic crimino-ethical responsibilities when making policy and treatment recommendations
- Analyse the crimino-ethical responsibilities of the criminologists within the criminal justice system

**7.3 Topic 3: Victim, offender and ecological rights in terms of the Bill of Rights in the SA Constitution and the SA Charter for Victims of Crime and Minimum Standards on Services for Victims of Crime**

**7.3.1 Subject Outcome 1:** Explain what human rights entail

**Learning Outcomes:**

- Define the concept human rights, incorporating what it entails to be human
- Indicate why protection of fundamental human rights is important with reference to the individual, community and state
- Examine how the SA Constitution defines the rights and responsibilities of the individual in South Africa
- Specify five fundamental human rights contained in the Bill of Rights in the SA Constitution with direct reference to victims and indicate their corresponding responsibilities

**7.3.2 Subject Outcome 2:** Explain victims' rights and responsibilities in relation to the Bill of Human Rights and the SA Charter for Victims of Crime

**Learning Outcomes:**

- Explain victims' rights in relation to the protection of human rights as outlined in the SA Charter for Victims of Crime
- Specify the responsibilities of criminal justice officials in upholding victims' rights in with reference to relevant policy and legislation
- Describe the complaint mechanism, if victims' rights are not upheld, as outlined in the SA Charter for Victims of Crime
- Assess ways in which vulnerable groups can overcome obstacles in accessing the criminal justice system

**7.3.3 Subject Outcome 3:** Analyse services for victims in the criminal justice system

**Learning Outcomes:**

- Describe the impact of crime on the victims thereof.
- Identify and describe victim services and resources required by the victim based on identified victims' needs, the Minimum Standards on Services for Victims of Crime and the SA Charter for Victims of Crime
- Explain the methods of accessing services and resources in the criminal justice system according to the specific needs of victims
- Appraise the value of assisting witnesses in the criminal justice system
- Explain the role of witnesses in the criminal justice system in relation to the SA Criminal Procedure Act and the SA Charter for Victims of Crime

**7.3.4 Subject Outcome 4:** Explain offender rights and responsibilities in relation to human rights and the SA Constitution

**Learning Outcomes:**

- Analyse offender rights with reference to the protection of human rights as outlined in the SA Constitution
- Specify the responsibilities of criminal justice officials in upholding offender rights with reference to relevant policy and legislation
- Describe a complaint mechanism, if offender rights are not upheld, as outlined in relevant policy and legislation

**7.3.5 Subject Outcome 5:** Explain ecological rights and responsibilities in relation to human rights and the SA Constitution

**Learning Outcomes:**

- Review the protection of the environment as a basic human right as outlined in the Bill of Rights in the SA Constitution
- Analyse why protection of fundamental ecological rights is important with reference to the individual, community and state
- Describe the responsibilities of criminal justice officials in upholding ecological rights with reference to relevant policy and legislation

## **7.4 Topic 4: Risk factors contributing to crime**

**7.4.1 Subject Outcome 1:** Assess biophysical factors contributing to crime

**Learning Outcomes:**

- Indicate how negative aspects during the individual's growth and developmental phases can contribute to crime
- Indicate the effect of biophysical defects on crime
- Analyse biochemical disorders as crime risk factors
- Explain neurological disorders as factors contributing to crime.

**7.4.2 Subject Outcome 2:** Analyse personal or individual factors that can contribute to crime

**Learning Outcomes:**

- Explain stress as a contributor to crime
- Analyse the effect of depression on crime
- Indicate how aggression can contribute to crime
- Demonstrate how a poor self-concept can contribute to crime.

**7.4.3 Subject Outcome 3:** Identify and evaluate micro-social crime risk factors

**Learning Outcomes:**

- Define the concept micro-social factors within the context of crime risk
- Analyse how different family structures can contribute to crime
- Indicate the role of parenting styles as a crime risk factor
- Evaluate family relationships and conflict as crime risk factors
- Discuss how socio-economic factors in the family can contribute to crime

**7.4.4 Subject Outcome 4:** Evaluate macro-social crime risk factors

**Learning Outcomes:**

- Define the concept macro-social factors within the context of crime risk
- Analyse the relationship between peer group influences and crime
- Evaluate lifestyle patterns as a crime risk factor  
*Range: alcohol and other forms of substance abuse, routine activities, outgoing lifestyle, anti-social behaviour, socio-economic conditions*
- Appraise the effect of the electronic media on criminal behaviour

## 7.5 Topic 5: Different techniques for measuring crime and victimisation

**7.5.1 Subject Outcome 1:** Explain the differences between official and non-official crime statistics

### Learning Outcomes

- Analyse the different sources of official crime statistics
- Explain different sources of non-official crime statistics
- Indicate the value of different sources of crime statistics to determine crime trends and patterns

**7.5.2 Subject Outcome 2:** Discuss the limitations and shortcomings of crime statistics

### Learning Outcomes

- Analyse problems regarding the recording of crime
- Identify problems regarding the reporting of crime
- Explain individual and socio-economic factors that can influence the reporting of crime

**7.5.3 Subject Outcome 3:** Assess the measuring of criminal victimisation.

### Learning Outcomes

- Analyse techniques of measuring criminal victimisation
- Indicate the strengths of criminal victimisation measuring techniques
- Explain the deficiencies of criminal victimisation measuring techniques

## 7.6 Topic 6: Models and role-players to reduce or prevent crime

**7.6.1 Subject Outcome 1:** Explain crime reduction and/or prevention

### Learning Outcomes:

- Define the concept crime reduction or prevention
- Indicate the levels of crime reduction or prevention  
*Range: primary, secondary, tertiary*
- Explain the importance of a multi-dimensional approach to crime reduction or prevention
- Analyse the various crime reduction or prevention models  
*Range: social model, limiting the opportunities for crime, community-based model, the biophysical model, models focusing on specific crimes, integrated models, the criminal justice model*

**7.6.2 Subject Outcome 2:** Identify the role-players involved in the reduction or prevention of crime

### Learning Outcomes:

- Explain the role of the family and care-givers in reducing or preventing crime
- Explain the role of government institutions in reducing or preventing crime.  
*Range: Including but not only the SAPS, Courts, Corrections, Departments of Social Development and Education*
- Identify community role-players that can contribute to the reduction or prevention of crime  
*Range: Community Policing Forums, businesses, security institutions, NGOs, faith based organisations*

## **8 RESOURCE NEEDS FOR THE TEACHING OF CRIMINOLOGY - LEVEL 2**

### **8.1 Physical resources**

- Bus as transport for student to conduct field visits

### **8.2 Human resources**

The lecturer should ideally be a Criminologist with at least an Honours degree in Criminology. Any person with a B-degree with minimum of third year level Criminology can be allowed to teach the subject. The following complementary subjects will serve as a recommendation:

- Psychology;
- Social Work;
- Sociology; and
- Public Administration.

### **8.3 Other resources**

- A spacious classroom where the lecturer can easily set up a mock court and reconciliation settings.
- Audiovisual material for power point presentations (such as laptop and data projector) especially when specialists from the SAPS, DCS and Courts of Law are invited to address students on current issues.