NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CRIMINOLOGY

NQF Level 3

October 2007
CRIMINOLOGY – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Criminology in the National Certificates (Vocational). It must be read with the National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF). This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the Subject Guidelines: Criminology to prepare for and deliver Criminology. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- **Integration**
  - To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**
  - To be dynamic and responsive to national development needs.

- **Credibility**
  - To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**
  - To work within a consistent framework of principles and certification.

- **Flexibility**
  - To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**
  - To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**
  - To address barriers to learning at each level to facilitate students’ progress.
• **Progression**
  To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

• **Portability**
  To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

• **Articulation**
  To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

• **Recognition of Prior Learning**
  To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

• **Validity of assessments**
  To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:
  
  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

• **Reliability**
  To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

• **Fairness and transparency**
  To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:
  
  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students’ work with other students, based on learning styles and language

• **Practicability and cost-effectiveness**
  To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

### 2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

#### 2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a “Structured Environment”. This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

#### 2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.
A compulsory component of external summative assessment (ESASS) is the integrated summative assessment task (ISAT). This assessment task draws on the students’ cumulative learning throughout the year. The task requires integrated application of competence and is executed under strict assessment conditions. The task should take place in a simulated or “Structured Environment”. The integrated summative assessment task (ISAT) is the most significant test of students’ ability to apply acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation
Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation
External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:
- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.
6.1 Baseline assessment
At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment
This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment
This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment
This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT
An assessment plan should cover three main processes:

7.1 Collecting evidence
The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording
Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting
All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT
Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

<table>
<thead>
<tr>
<th>LECTURER ASSESSMENT</th>
<th>The lecturer assesses students’ performance against given criteria in different contexts, such as individual work, group work, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
<td>Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>PEER ASSESSMENT</td>
<td>Students assess another student’s or group of students’ performance against given criteria in different contexts, such as individual work, group work, etc.</td>
</tr>
<tr>
<td>GROUP ASSESSMENT</td>
<td>Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.</td>
</tr>
</tbody>
</table>

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE
All evidence collected for assessment purposes is kept or recorded in the student’s PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.
### METHODS FOR COLLECTING EVIDENCE

<table>
<thead>
<tr>
<th>Assessment instruments</th>
<th>Observation-based (Less structured)</th>
<th>Task-based (Structured)</th>
<th>Test-based (More structured)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observation</td>
<td>• Assignments or tasks</td>
<td>• Examinations</td>
<td></td>
</tr>
<tr>
<td>• Class questions</td>
<td>• Projects</td>
<td>• Class tests</td>
<td></td>
</tr>
<tr>
<td>• Lecturer, student, parent discussions</td>
<td>• Investigations or research</td>
<td>• Practical examinations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Case studies</td>
<td>• Oral tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practical exercises</td>
<td>• Open tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Demonstrations</td>
<td>• Open-book tests</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Role-play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment tools</th>
<th>Observation sheets</th>
<th>Lecturer's notes</th>
<th>Comments</th>
<th>Checklists</th>
<th>Rating scales</th>
<th>Rubrics</th>
<th>Marks (e.g. %)</th>
<th>Rating scales (1-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence</td>
<td>Focus on individual students</td>
<td>Subjective evidence based on lecturer observations and impressions</td>
<td></td>
<td>Open middle: Students produce the same evidence but in different ways.</td>
<td>Open end: Students use same process to achieve different results.</td>
<td></td>
<td>Students answer the same questions in the same way, within the same time.</td>
<td></td>
</tr>
</tbody>
</table>

### 10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

**Rating scales** are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

**Task lists** and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

### 11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

### 12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.
13 STRATEGIES FOR COLLECTING EVIDENCE
A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets
The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students’ interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists
Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN CRIMINOLOGY

1 SCHEDULE OF ASSESSMENT
At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Criminology must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

2 RECORDING AND REPORTING
Criminology, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

<table>
<thead>
<tr>
<th>RATING CODE</th>
<th>RATING</th>
<th>MARKS %</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Outstanding</td>
<td>80-100</td>
</tr>
<tr>
<td>4</td>
<td>Highly competent</td>
<td>70-79</td>
</tr>
<tr>
<td>3</td>
<td>Competent</td>
<td>50-69</td>
</tr>
<tr>
<td>2</td>
<td>Not yet competent</td>
<td>40-49</td>
</tr>
<tr>
<td>1</td>
<td>Not achieved</td>
<td>0-39</td>
</tr>
</tbody>
</table>

The programme of assessment should be recorded in the Lecturer’s Portfolio of Assessment for each subject. The following at least should be included in the Lecturer’s Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.
The student’s PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Criminology Level 3:

<table>
<thead>
<tr>
<th>NUMBER OF UNITS</th>
<th>ASSESSMENT</th>
<th>COVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Formal written tests</td>
<td>One or more completed topics</td>
</tr>
<tr>
<td>1</td>
<td>Internal written exam</td>
<td>All completed topics</td>
</tr>
<tr>
<td>3</td>
<td>Practical assessments</td>
<td>Must cover the related Subject Outcomes</td>
</tr>
</tbody>
</table>
ASSESSMENT OF CRIMINOLOGY

LEVEL 3
3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CRIMINOLOGY – LEVEL 3

Topic 1: The relationship between criminology and other fields of study and stakeholders

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Explain the relationship between criminology and other fields of study.</td>
</tr>
</tbody>
</table>

**ASSESSMENT STANDARDS**
- The relationship between criminology and law is analysed.
- The relationship between psychology and criminology is explained.
- The relationship between social work and criminology is evaluated.
- The relationship between sociology and criminology is appraised.

**LEARNING OUTCOMES**
- Analyse the relationship between criminology and law.
- Explain the relationship between psychology and criminology.
- Evaluate the relationship between social work and criminology.
- Appraise the relationship between sociology and criminology.

**ASSESSMENT TASKS OR ACTIVITIES**
Case study: Determine the co-operation between criminology and law/ psychology/ social work/ sociology.

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Demonstrate the interaction between criminology and various stakeholders.</td>
</tr>
</tbody>
</table>

**ASSESSMENT STANDARDS**
- The manner in which criminology can influence responsible governance is demonstrated.
- The role of criminology in the security industry by which it can create a safer society is explained.
- The manner in which criminology can contribute towards safer educational institutions is indicated. **Range: Diversion, discipline and conduct, safety in schools, prevention programmes.**
- The role that criminology can play in assessing the impact of criminal behaviour on the ecology is discussed. **Range: Conservation crimes such as poaching and canned hunting, environmental security such as pollution and heritage crime such as indigenous knowledge and artefacts.**

**LEARNING OUTCOMES**
- Demonstrate how criminology can influence responsible governance.
- Explain the role of criminology in the security industry to create a safer society.
- Indicate how criminology can contribute towards safer educational institutions. **Range: Diversion, discipline and conduct, safety in schools, prevention programmes.**
- Discuss how criminology can assess the impact of criminal behaviour on the ecology. **Range: Conservation crimes such as poaching and canned hunting, environmental security such as pollution and heritage crime such as indigenous knowledge and artefacts.**

**ASSESSMENT TASKS OR ACTIVITIES**
- Students do research at their school / institution. What problems do they face regarding safety? Possible solutions (group assignment).
- Field work assignment in their neighbourhood on pollution. Possible solutions.

Topic 2: Ethical methods of evidence and information collection

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Analyse methods to collect evidence and information.</td>
</tr>
</tbody>
</table>

**ASSESSMENT STANDARDS**
- Personal interviewing techniques are explained as a method to collect evidence and information.
- Documents are appraised as a source of information.
- Experts are evaluated as a source of information.
- Crime scene analysis is analysed as a technique of evidence or information collection.

**LEARNING OUTCOMES**
- Explain personal interviewing techniques as a method to collect evidence and information.
- Appraise documents as a source of information.
- Evaluate experts as a source of information.
- Analyse crime scene analysis as a technique of evidence or information collection.
### ASSESSMENT TASKS OR ACTIVITIES
- Practical evidence collection e.g. fingerprints. Crime scene investigation.
- Practical interview of a witness/victim.
- Students compile a report from a witness.
- Students hold mock telephone conversations between a witness/ victim and the police.

### SUBJECT OUTCOME
**2.2 Apply crimino-ethical methods to collect evidence and information.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate crimino-ethical methods during the interviewing process are explained.</td>
<td>Explain appropriate crimino-ethical methods during the interviewing process.</td>
</tr>
<tr>
<td>Suitable crimino-ethical methods are indicated to collect and interpret documents.</td>
<td>Indicate suitable crimino-ethical methods to collect and interpret documents.</td>
</tr>
<tr>
<td>Crimino-ethical methods are evaluated to collect information or evidence from experts.</td>
<td>Evaluate crimino-ethical methods to collect information or evidence from experts.</td>
</tr>
<tr>
<td>Appropriate ethical measures are discussed to collect crime scene or forensic evidence.</td>
<td>Discuss appropriate ethical measures to collect crime scene or forensic evidence.</td>
</tr>
<tr>
<td>Ethical relationships with all role-players are discussed.</td>
<td>Discuss ethical relationships with all role-players.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- Practical: A mock crime scene is investigated using appropriate ethical measures.
- Students must give examples of unethical relationships with specific role-players.

### SUBJECT OUTCOME
**2.3 Discuss the ethical presentation of evidence/information.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence/information is recorded correctly.</td>
<td>Record evidence/information correctly.</td>
</tr>
<tr>
<td>The recorded evidence/information is analysed in a crimino-ethical manner.</td>
<td>Analyse the recorded evidence/information in a crimino-ethical manner.</td>
</tr>
<tr>
<td>An appropriate format to present evidence/information is selected.</td>
<td>Select an appropriate format to present evidence/information.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- Write a report (e.g. after the crime scene investigation/ from a victim).
- Write an assignment giving examples of unethical measures when recording evidence or information.

### Topic 3: Effects of crime and victimisation on the individual and society

### SUBJECT OUTCOME
**3.1 Explain what is meant by the effects of crime and victimisation.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concepts crime victimisation, effect and impact are defined.</td>
<td>Define the concepts crime victimisation, effect and impact.</td>
</tr>
<tr>
<td>A distinction is made between the effects of crime and victimisation on the individual and society.</td>
<td>Distinguish between the effects of crime and victimisation on the individual and society.</td>
</tr>
<tr>
<td>Personal characteristics are identified that mitigate the impact of crime victimisation on the individual.</td>
<td>Identify personal characteristics that mitigate the impact of crime victimisation on the individual.</td>
</tr>
<tr>
<td>Societal aspects are identified that mitigate the impact of crime victimisation.</td>
<td>Identify societal aspects that mitigate the impact of crime victimisation.</td>
</tr>
<tr>
<td>The benefits of crime or victim profiling are analysed.</td>
<td>Analyse the benefits of crime or victim profiling.</td>
</tr>
</tbody>
</table>

### ASSESSMENT TASKS OR ACTIVITIES
- Task: Victim profiling.
### SUBJECT OUTCOME

**3.2 Indicate the effects of crime and victimisation on the individual.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The health implications of crime victimisation for the individual are explained.</td>
<td>• Explain the health implications of crime victimisation for the individual.</td>
</tr>
<tr>
<td>• A differentiation is made between the emotional, cognitive and behavioural impact of crime victimisation.</td>
<td>• Differentiate between the emotional, cognitive and behavioural impact of crime victimisation.</td>
</tr>
<tr>
<td>• Five symptoms associated with crime victimisation are specified.</td>
<td>• Specify five symptoms associated with crime victimisation.</td>
</tr>
<tr>
<td>• Five stereotypes (general beliefs) regarding victims are specified.</td>
<td>• Specify five stereotypes (general beliefs) regarding victims.</td>
</tr>
<tr>
<td>• The mechanisms of internalised oppression are explained in considering the effect of crime.</td>
<td>• Explain the mechanisms of internalised oppression in considering the effect of crime.</td>
</tr>
<tr>
<td>• The dangers in victim blaming are evaluated.</td>
<td>• Evaluate the dangers in victim blaming.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- List of questions for students: agree/disagree (e.g. a woman wearing sexy clothes is looking to be raped.)
- Discussion/debate on these questions.

### SUBJECT OUTCOME

**3.3 Determine the effects of crime and victimisation on society.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The economic implications of crime and victimisation are indicated for society.</td>
<td>• Indicate the economic implications of crime and victimisation for society.</td>
</tr>
<tr>
<td>• The link between lost productivity and victimisation is explained.</td>
<td>• Explain the link between lost productivity and victimisation.</td>
</tr>
<tr>
<td>• The link between victimisation and revenge is analysed.</td>
<td>• Analyse the link between victimisation and revenge.</td>
</tr>
<tr>
<td>• Fear of crime and lifestyle changes as a result of crime and victimisation are appraised.</td>
<td>• Appraise fear of crime and lifestyle changes as a result of crime and victimisation.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Case study: students analyse a case of revenge murder.
- Students investigate how the fear of crime has led to changes in their lifestyle and/or that of an acquaintance.

### SUBJECT OUTCOME

**3.4 Explain how victim services can reduce or prevent crime.**

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The manner in which victim services can reduce or prevent repeat victimisation is analysed.</td>
<td>• Analyse how victim services can reduce or prevent repeat victimisation.</td>
</tr>
<tr>
<td>• The role of victim services in reducing or preventing crimes of violence is assessed.</td>
<td>• Assess the role of victim services to reduce or prevent crimes of violence.</td>
</tr>
<tr>
<td>• The link between victimisation and retributive crime is explained.</td>
<td>• Explain the link between victimisation and retributive crime.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Students visit a victim service NGO and write a report.
- Students give examples how repeat victimisation can be reduced by victim services.
### Topic 4: Theoretical approaches and risk factors contributing to victimisation

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 Explain vulnerability to crime victimisation.</strong></td>
<td>- The concepts victim, victimisation, victim blaming, vulnerability and risk factors are defined. &lt;br&gt; - Personal characteristics that contribute to victimisation vulnerability are identified. &lt;br&gt; - Environmental factors that contribute to victimisation vulnerability are assessed. &lt;br&gt; - The manner in which economic factors contribute to victimisation vulnerability is explained. &lt;br&gt; - Five vulnerable groups are listed, incorporating factors contributing to their vulnerability. &lt;br&gt; - The concept, characteristics and patterns of repeat victimisation are described.</td>
<td>- Define the concepts victim, victimisation, victim blaming, vulnerability and risk factors. &lt;br&gt; - Identify personal characteristics that contribute to victimisation vulnerability. &lt;br&gt; - Assess environmental factors that contribute to victimisation vulnerability. &lt;br&gt; - Explain how economic factors contribute to victimisation vulnerability. &lt;br&gt; - List five vulnerable groups, incorporating factors contributing to their vulnerability. &lt;br&gt; - Describe the concept, characteristics and patterns of repeat victimisation.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Students draw up a list of vulnerable groups and analyse the factors that contribute to their vulnerability.
- Debate how environmental factors can contribute to victimisation vulnerability.

### SUBJECT OUTCOME

<table>
<thead>
<tr>
<th><strong>4.2 Explain lifestyle patterns that contribute to an increased risk of crime victimisation.</strong></th>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Behaviours of victims which increase vulnerability to crime victimisation are identified. &lt;br&gt; - Routine daily activities which increase victim vulnerability are specified. &lt;br&gt; - The time frames within which crime victimisation is more likely to occur are specified. &lt;br&gt; - Locations where crime victimisation is more likely to occur are identified. &lt;br&gt; - The manner in which individual demographic characteristics contribute to increased victimisation risk is explained.</td>
<td>- Identify behaviours of victims which increase vulnerability to crime victimisation. &lt;br&gt; - Specify routine daily activities which increase victim vulnerability. &lt;br&gt; - Specify the time frames within which crime victimisation is more likely to occur. &lt;br&gt; - Identify locations where crime victimisation is more likely to occur. &lt;br&gt; - Explain how individual demographic characteristics contribute to increased victimisation risk.</td>
</tr>
</tbody>
</table>

**ASSESSMENT TASKS OR ACTIVITIES**

- Students analyse their daily/weekly routine and assess their victim vulnerability.
- A case is given. Students assess the vulnerability of the person/group and make suggestions to reduce victim vulnerability.
SUBJECT OUTCOME

4.3 Explain additional aspects that contribute to increased risk of crime victimisation according to the lifestyle/exposure model of personal victimisation.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner in which the expectations of others influence the behaviour of people and their development of a lifestyle that is conducive to crime victimisation is analysed.</td>
<td>Analyse how the expectations of others influence the behaviour of people and their development of a lifestyle that is conducive to crime victimisation.</td>
</tr>
<tr>
<td>The link between restrictions on behaviour placed by the family, economic and legal structures and an individual’s victimisation risk is indicated.</td>
<td>Indicate the link between restrictions on behaviour placed by the family, economic and legal structures and an individual’s victimisation risk.</td>
</tr>
<tr>
<td>The manner in which attitudes to and beliefs about crime are important to personal victimisation is explained.</td>
<td>Explain how attitudes to and beliefs about crime are important to personal victimisation.</td>
</tr>
<tr>
<td>The link between lifestyle and exposure to situations in which the risks of victimisation vary is evaluated.</td>
<td>Evaluate the link between lifestyle and exposure to situations in which the risks of victimisation vary.</td>
</tr>
<tr>
<td>The manner in which similar lifestyles and shared interests between victims and perpetrators increase victimisation risk is demonstrated.</td>
<td>Demonstrate how similar lifestyles and shared interests between victims and perpetrators increase victimisation risk.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

- Worksheet to be completed by students.
- Students must make a list of their own attitudes and beliefs about crime and victimisation.

SUBJECT OUTCOME

4.4 Apply the routine activities theoretical approach to explain victimisation vulnerability.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Five so-called routine activities are specified.</td>
<td>Specify five so-called routine activities.</td>
</tr>
<tr>
<td>The meaning of the term motivated offender is explained.</td>
<td>Explain what is meant by a motivated offender.</td>
</tr>
<tr>
<td>The meaning of the term suitable target is indicated.</td>
<td>Indicate what is understood by a suitable target.</td>
</tr>
<tr>
<td>The meaning of the term capable guardian (protector) is explained.</td>
<td>Explain what is meant by a capable guardian (protector).</td>
</tr>
<tr>
<td>The link between the above three conditions for victimisation is analysed according to the routine activities approach.</td>
<td>Analyse the link between the above three conditions for victimisation according to the routine activities approach.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

- Students draw up a list of 5 routine activities.
- Case study. Students identify the motivated offender, suitable target and capable guardian.

Topic 5: Limitations of official and non-official statistics

SUBJECT OUTCOME

5.1 Indicate the problems of recording crime.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The manner in which different interpretations of crime can influence crime recording is indicated.</td>
<td>Indicate how different interpretations of crime can influence the recording of crime.</td>
</tr>
<tr>
<td>The manner in which individual perceptions of crime can influence crime recording decisions is analysed.</td>
<td>Analyse how individual perceptions of crime can influence crime recording decisions.</td>
</tr>
<tr>
<td>The influence of technology on the recording of crime is illustrated.</td>
<td>Illustrate the influence of technology on the recording of crime.</td>
</tr>
<tr>
<td>Geographical limitations regarding the recording of crime are analysed.</td>
<td>Analyse geographical limitations regarding the recording of crime.</td>
</tr>
</tbody>
</table>
ASSESSMENT TASKS OR ACTIVITIES

- Students list the problems of recording crime.
- Students must debate the reliability of recorded crime statistics by analysing various recording problems.

SUBJECT OUTCOME

5.2 Discuss problems relating to the reporting of crime.

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different perceptions or interpretations of crime that can influence the reporting of crime are indicated; (for example how people perceive domestic violence, rape, male rape, corruption).</td>
<td>Indicate different perceptions or interpretations of crime that can influence the reporting of crime (for example how people perceive domestic violence, rape, male rape, corruption).</td>
</tr>
<tr>
<td>The manner in which individual factors can influence the reporting of crime by victims is explained. Range: Fear, negative experiences, trauma, views on the effectiveness of the police.</td>
<td>Explain how individual factors can influence the reporting of crime by victims. Range: Fear, negative experiences, trauma, views on the effectiveness of the police.</td>
</tr>
<tr>
<td>Geographical and infrastructure limitations that can impact on the reporting of crime are assessed. Range: Area, transport networks, available victim services, medical facilities.</td>
<td>Assess geographical and infrastructure limitations that can impact on the reporting of crime. Range: Area, transport networks, available victim services, medical facilities.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

Different scenarios are given as case studies to identify the possible influences on the reporting of crime.

Topic 6: Strategies and programmes to reduce or prevent crime and victimisation

<table>
<thead>
<tr>
<th>SUBJECT OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Describe crime reduction or prevention strategies and programmes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT STANDARDS</th>
<th>LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The different definitions of crime reduction or prevention are debated.</td>
<td>Debate the different definitions of crime reduction or prevention.</td>
</tr>
<tr>
<td>A distinction is made between models, strategies and programmes.</td>
<td>Distinguish between models, strategies and programmes.</td>
</tr>
<tr>
<td>The effectiveness of specific crime reduction or prevention strategies and programmes to deal with specific types of crime is evaluated.</td>
<td>Evaluate the effectiveness of specific crime reduction/prevention strategies and programmes to deal with specific types of crime.</td>
</tr>
</tbody>
</table>

ASSESSMENT TASKS OR ACTIVITIES

- Students must make a list of different models and the various programmes forming part of each model.
- Students to present a case study of a specific crime reduction/prevention programme in their school/area and evaluate its effectiveness.
6.2 Prepare a strategy or programme to reduce a specific crime.

**ASSESSMENT STANDARDS**
- A specific crime is identified.
- Relevant role-players are identified regarding reduction of crime.
- Funding needs are identified.
- Specific risk factors contributing to the identified crime problem are analysed.
- An appropriate crime reduction or prevention strategy or programme is selected.
- A measuring instrument is developed.
- Appropriate techniques are determined to assess the effectiveness of the strategy or programme.

**LEARNING OUTCOMES**
- Identify a specific crime.
- Identify relevant role-players regarding the reduction of crime.
- Determine funding needs.
- Analyse specific risk factors contributing to the identified crime problem.
- Select an appropriate crime reduction or prevention strategy or programme.
- Develop a measuring instrument.
- Determine appropriate techniques to assess the effectiveness of the strategy or programme.

**ASSESSMENT TASKS OR ACTIVITIES**
- Students are given a specific crime and must identify and describe its manifestations.
- Students work in groups developing a measuring instrument.
- Assignment/project: students determine a crime reduction or prevention programme, the funding needed and a measuring instrument to evaluate the success of the programme.

## 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CRIMINOLOGY – LEVEL 3

### 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the integrated summative assessment task (ISAT). The integrated summative assessment task (ISAT) draws on the students’ cumulative learning achieved throughout the year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

- The students are assigned a task at the beginning of the year which they will have to complete in phases during the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR
- Students achieve the competencies during the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

### 4.2 National Examination

A national examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

<table>
<thead>
<tr>
<th>LEVEL 3</th>
<th>KNOWLEDGE AND COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS, SYNTHESIS AND EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30%</td>
<td>50%</td>
<td>20%</td>
</tr>
</tbody>
</table>