Tutorial letter 101/3/2017

Crime Risk Perspectives

CMY2601

Semesters 1 & 2

Department of Criminology and Security Science

IMPORTANT INFORMATION:
This tutorial letter contains important information about your module.
1. INTRODUCTION

We are pleased to welcome you to this module and hope that you will find it both interesting and rewarding. We shall do our best to make your study of this module successful. You will be well on your way to success if you start studying early in the semester and resolve to do the assignments properly.

You will receive a number of tutorial letters during the year. A tutorial letter is our way of communicating with you about teaching, learning and assessment.

Tutorial letter 101 contains important information about the scheme of work, resources and assignments for this module. We urge you to read it carefully and to keep it at hand when working through the study material, preparing the assignments, preparing for the examination and addressing questions to your lecturers.

Please read Tutorial letter 301 in combination with Tutorial letter 101, as it gives you an idea of generally important information when studying at a distance and within a particular college.

In this tutorial letter (101), you will find the assignments and assessment criteria as well as instructions on the preparation and submission of the assignments.

We have also included certain general and administrative information about this module. Please study this section of the tutorial letter carefully.

Right from the start we would like to point out that you must read all the tutorial letters you receive during the semester immediately and carefully, as they always contain important and sometimes urgent information.

Please note that students must visit the myUnisa website for CMY2601 on a regular basis to receive the latest announcements. The postal service has unfortunately become notoriously unreliable of late and it can therefore occur that a student's hard copy tutorial letter never reaches its destination. All information relevant to the module is, however, placed on the myUnisa website and students should therefore never be in a position where they are not aware of any announcements. If you cannot access myUnisa website from a personal computer please visit an internet café, library or post office where these facilities are available to the public. It will be students' own responsibility to ensure that they are up to date with all the relevant announcements regarding CMY2601 placed on the myUnisa website.

We hope that you will enjoy this module and wish you all the best!

2. PURPOSE AND OUTCOMES

2.1 Purpose

The purpose of this module is for students to gain knowledge, problem solving skills and competencies about crime risk perspectives.
2.2 Outcomes and assessment criteria

A range of tasks in study guides or tutorial letters, assignments and examinations will show that students have achieved the outcomes.

Outcome 1

Demonstrate a comprehensive understanding of the subject matter of universal factors of susceptibility that increase the risk of crime and victimisation.

Assessment criteria:

Urbanisation and problems of the urban environment are explained:

- The three main economic systems on susceptibility of crime are distinguished.
- The concepts of unemployment and poverty are defined.
- How unemployment and poverty contribute to criminal behaviour is explained.
- The concepts of ethnicity and ethnocentrism are defined.
- Communities with homogeneous and heterogeneous cultures are distinguished from one another in light of universal factors of susceptibility that increase the risk of crime and victimisation.
- The relationship between personal and impersonal supernaturalism is explained in light of universal factors of susceptibility that increase the risk of crime and victimization.
- The relationship between family systems is indicated as well as the role of family structures in the development of criminal behaviour.
- The different styles of parenting are identified in light of universal factors of susceptibility that increase the risk of crime and victimization.
- An overview of negative relationships in the family which promote criminal behaviour are provided.
- Traditional views as well as post-modern explanations for gender and crime are briefly explained in terms of different theories.
- The main points of criticism against feminist views of crime are described.
- Criminology material related to crime risk perspectives are critically analysed and synthesized.
- Information is presented and communicated reliably and coherently in professionally accepted formats using basic information technology.
- Views expressed in text are reflected on, critically evaluated and debated.

Outcome 2

Indicate systematic knowledge and insight on the implications of crime.

Assessment criteria:

- The global magnitude of drug abuse is discussed.
- Dangers associated with drug use on a physical and social manner are identified.
- The link between drugs and crime is explained.
- The impact of drug abuse on the criminal justice system is described.
- Modern prevention strategies are identified.
Students demonstrate an awareness of how crime risk perspectives relate to cognate areas, such as human rights in criminal justice and criminal liability.

Criminology material related to crime risk perspectives are critically analysed and synthesised.

Information is presented and communicated reliably and coherently in professionally accepted formats using basic information technology.

Views expressed in text are reflected on, critically evaluated and debated.

Outcome 3

Illustrate the ability to address the important aspects of crime risk and re-offending.

Assessment criteria:

- The concept crime risk is defined.
- Types of crime risk factors are discussed.
- Social risk factors such as the family, peer and school variables are discussed.
- Individual risk factors such as biographical variables and biochemical factors are identified.
- History of conduct disorder amongst the young is explained.
- The value of cohort studies and other research findings is examined.
- Students demonstrate an awareness of how crime risk and re-offending relates to cognate areas, such as the institutionalisation of offenders, diversion and assessment of offenders.
- Criminology material related to crime risk and re-offending is critically analysed and synthesised and is skilfully used to substantiate arguments and support solutions for specific field related issues.
- Information is presented and communicated reliably and coherently in professionally accepted formats using basic information technology.
- Views expressed in text are reflected on, critically evaluated and debated.
- Solve well-defined, but unfamiliar problems relating to crime risk and re-offending by using correct procedures and appropriate evidence.
- Text is skilfully used to substantiate arguments as support solutions for specific issues related to crime risk and re-offending.

3 LECTURERS AND CONTACT DETAILS

3.1 Lecturers

Mrs W Kruger
Brooklyn House 01 – 050
Veale Street, Brooklyn Pretoria
E-mail address: mostew@unisa.ac.za
Telephone number 012-433 9435
Secondary lecturer

Ms B Gahler
Brooklyn House 01 - 046
Veale Street, Brooklyn Pretoria
Email address: gahleb@unisa.ac.za
Telephone number 012- 433 9405

3.2 Department

Department of Criminology and Security Science
P O Box 392
UNISA
0003

Department Secretary: Zanele Skhosana (012 - 433 9434) - skhoszp@unisa.ac.za
Administrator: Zelda Groenewald (012 - 433 9525) – groenz@unisa.ac.za

3.3 University

If you need to contact the University about matters not related to the content of this module, please consult the publication my Studies @ Unisa which you received with your study material. This booklet contains information on how to contact the university (for example to whom you may write, important telephone and fax numbers, addresses and details of times certain facilities are open).

4 RESOURCES

4.1 Prescribed books

There are no prescribed books for this module. This means that you do not have to buy any additional books. You need only to study your study guide and tutorial letters.

4.2 Recommended books

None

4.3 Electronic Reserves (e-Reserves)

None

4.4 Library services and resources information

For brief information go to: http://www.unisa.ac.za/contents/studies/docs/myStudies-at-Unisa2017-brochure.pdf
For more detailed information, go to the Unisa website: http://www.unisa.ac.za/, click on Library.
For research support and services of Personal Librarians, go to: http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&ContentID=7102
The Library has compiled numerous library guides:

- find recommended reading in the print collection and e-reserves - http://libguides.unisa.ac.za/request/undergrad
- request material - http://libguides.unisa.ac.za/request/request
- postgraduate information services - http://libguides.unisa.ac.za/request/postgrad
- finding, obtaining and using library resources and tools to assist in doing research - http://libguides.unisa.ac.za/Research_Skills
- how to contact the Library/find us on social media/frequently asked questions - http://libguides.unisa.ac.za/ask

4.5 Tutorial offerings at Unisa

Please be informed that, with effect from 2013, Unisa offers online tutorials (e-tutoring) to students registered for certain modules at NQF levels 5, 6 and 7. This means qualifying first year, second year and third year modules. Please communicate with your module leader to find out if any of the modules that you have registered for falls in this category.

Once you have been registered for a qualifying module, you will be allocated to a group of students with whom you will be interacting during the tuition period as well as an e-tutor who will be your tutorial facilitator. Thereafter you will receive a SMS informing you about your group, the name of your e-tutor and instructions on how to log onto myUnisa in order to receive further information on the e-tutoring process.

Online tutorials are conducted by qualified e-tutors who are appointed by Unisa and are offered free of charge. All you need to be able to participate in e-tutoring is a computer with internet connection. If you live close to a Unisa regional centre or a Telecentre contracted with Unisa, please feel free to visit any of these to access the internet. E-tutoring takes place on myUnisa where you are expected to connect with other students in your allocated group. It is the role of the e-tutor to guide you through your study material during this interaction process. For you to get the most out of online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules which students have been found to repeatedly fail. These modules are allocated face-to-face tutors and tutorials for these modules take place at the Unisa regional centres. These tutorials are also offered free of charge. However, it is important for you to register at your nearest Unisa Regional Centre to secure attendance of these classes.

5. STUDENT SUPPORT SERVICES FOR THE MODULE

Free computer and internet access

Unisa has entered into partnerships with establishments (referred to as Telecentres) in various locations across South Africa to enable you (as a Unisa student) free access to computers and the Internet. This access enables you to conduct the following academic related activities: registration; online submission of assignments; engaging in e-tutoring activities and signature courses; etc. Please note that any other activity outside of these is for your own costing e.g. printing, photocopying, etc. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.

Important information appears in your my Studies @ Unisa brochure.
6 STUDY PLAN

Use the *my Studies @ Unisa* brochure for general time management and planning skills.

7 PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8 ASSESSMENT

8.1 Assessment plan

1st assignment consisting of two paragraph type questions: 1 x 10 marks  1 x 15 marks

2nd assignment consisting of 25 MCQ’s: 25 marks

NB: Students who submit the first assignment of the semester before or on the date of submission will be admitted to the examination, regardless of the mark obtained for the assignment. This assignment mark will be taken into account for the semester mark. It will count 10% of the semester mark. Thus, the assignments are compulsory for admission to the examination. If you fail to submit your assignments, you will not be permitted to sit for the examination.

Thus, students who submit the first and the second assignment of the semester will obtain admission to the examination and both their assignments will be taken into account for their semester marks.

The semester mark constitutes 20% (first assignment 10% and the second assignment 10%) of the final mark. Remember, you need to obtain at least 40% in the examination before your semester mark will be taken into account.

How will this work in practice?

- Your semester mark counts 20% (Assignment 01 counts 10% and Assignment 02 counts 10%) of your final mark.
- Your examination mark counts 80% of your final mark.

Your final mark for the module will thus be calculated as follows: 20% (semester mark) + 80% (examination mark) = 100% (final mark).

8.2 General assignment numbers

This tutorial letter contains two (2) compulsory assignments for each semester:

Semester 1: Assignment 01 and 02
Semester 2: Assignment 01 and 02
8.2.1 Unique assignment numbers

In addition to the general assignment number (01 or 02), a unique assignment number (eg 205207) should also appear on the cover docket of your assignment.

First semester

Assignment 01: Unique number: 841145
Assignment 02: Unique number: 890447

Second semester

Assignment 01: Unique number: 858779
Assignment 02: Unique number: 758886

8.2.2 Due dates for assignments

First semester

Closing date for assignment 01 is: 03 March 2017
Closing date for assignment 02 is: 07 April 2017

Second semester

Closing date for assignment 01 is: 18 August 2017
Closing date for assignment 02 is: 22 September 2017

8.3 Submission of assignments

Students may submit assignments either by post or electronically via myUnisa. Assignments may not be submitted by fax or e-mail. For detailed information and requirements as far as assignments are concerned, please refer to the my Studies @ Unisa brochure, which you received with your study package.

To submit an assignment via myUnisa

- Go to myUnisa
- Log in with your student number and password
- Select the module
- Click on the assignment in the menu on the left-hand side of the screen
- Click on the assignment number you want to submit
- Follow the instructions
Please ensure that the following information appears on your assignment cover:

Course code
Semester code
Assignment number
Student number
Unique number
Assignment date

8.4 Assignments

Assignments are seen as part of the learning material for this module. When you do the assignment, study the reading texts, discuss the work with fellow students or conduct research, you are actively engaged in learning.

The assessment criteria given for each assignment will help you to understand what is required of you more clearly.

Formative assessment will consist of two compulsory assignments per semester that have to be submitted. Assignment 01 will consist of paragraph type questions (e.g. 10 and 15 mark questions; total of 25 worth 100%) and Assignment 02 will consist of 25 multiple-choice questions (total of 25 worth 100%). Together, these assignments will comprise 20% of your year mark.

As soon as you have received the comments and feedback please check your answers. The assignments and the comments on these assignments constitute an important part of your learning and should help you to be better prepared for the next assignment and the examination.

Students will also not be permitted to submit assignments after the due date because commentaries on the assignments will be mailed to them in time to enable them to study it for examination purposes.

We trust that you have understood this explanation of the system. The importance of the assignments and the fact that they must be submitted on time are factors which you must keep in mind when studying.

How to approach multiple choice questions

Please read through the following remarks on answering multiple-choice questions and think about them. Of course, you don’t need to learn them, but please make sure that you understand what is being said.

A multiple-choice question is the type of short question with a number of options from which the student has to select the one he or she thinks is correct. The following is a simple example of a multiple-choice question:
Which of the following objectives of punishment is/are designed to prevent crime?

(1) rehabilitation
(2) individual deterrence
(3) incapacitation
(4) general deterrence

Correct answer → (5) all of the above-mentioned options

The problem statement or question provides the perspective from which, or the context within which you have to work to find the **most correct** alternative. It gives an indication on how to approach the question. Therefore, always read and consider the problem statement carefully. It is thus the function of the problem statement is to ensure that one alternative is more correct than another.

What is the perspective from which or the context within which you have to work to find the most correct alternative or answer to the question in the above example?

The key words are *objectives of punishment* and *to prevent crime*.

In the example, the key words *objectives of punishment* are important indicators because alternatives 1 to 4 can all be classified as objectives of punishment.

You know that all the mentioned objectives of punishment are designed *to prevent crime*. Therefore, alternative 5 is the most correct answer.

It is important to consider **all** the alternatives from the perspective provided by the problem statement or question. Sometimes students choose one of the first alternatives without even looking at the next. That chosen alternative may be correct (1) rehabilitation in the above example), but one of the latter examples may be even more correct in the light of the perspective provided by the problem statement.

Bear in mind that the distracters in a multiple-choice question are not necessarily wrong. You must choose the **most correct** alternative.

Note that an incorrect answer does not mean that a mark or a fraction of a mark will be subtracted from the number of correct answers, but merely that no mark is awarded for that answer.

**Paragraph-type assignments/examination questions (15 mark questions)**

The scientific preparation of these types of assignments differs from the requirements of an essay type assignment. Your attention is especially drawn to the following:

- Assignments should show evidence of the application of intellectual and analytical thought processes.
- The content should be presented in a neat and structured format.
- Arguments should be structured logically.
• Sources must not be older than ten (10) years.
• You must refer to the sources you consulted personally.

Please note the requirements regarding the length of paragraph type answers.
  ▪ 15 mark questions: the length should not exceed 2 ½ typed pages.
  ▪ 10 mark questions: the length should not exceed 1 ½ typed pages.

It is NOT necessary to provide your answers with a table of contents; however the following should be included in:
• An introduction - Aim and focus of the assignment, you should orientate the reader to the subject in a few paragraphs. State the problem and how you are going to approach it.
• List of key definitions - Refer to the source/s consulted, do not consult a dictionary, consult subject relevant sources, one key concept will suffice
• Content - Make use of headings/subheadings when discussing the topic in detail, include examples relevant to Criminology. Number your headings numerically.
  ▪ E.g. 1. 1.1. 1.1.1. 2. 2.1. 2.1.1.
• Conclusion - Provide your opinion on the topic, student is of the opinion… not I/me
• Bibliography - Must be in alphabetical order and should not be numbered. The application of reference techniques, the Harvard method, appears in your Tutorial letter SCHJALL, available on myUnisa: official study material
• The standardised declaration form on plagiarism must be signed and attached to the assignment. DO NOT COPY ANY SOURCE WORD FOR WORD, present the work in your own words, do not commit plagiarism!

**Definition of key concepts**

Define the key concepts under a separate heading. The particular concepts to be defined are derived from the title and main headings of the assignment. For this purpose, it is imperative to consult a proper dictionary or textbook on the subject. You should quote specific definitions and describe, in your own words, the meaning you attach to the concept for the purpose of the particular assignment. (Your own definition of the concept is called an operational definition). To define a concept means to state precisely the meaning or essence of the concept.

**Presentation of the subject**

The body of the assignment consists of a discussion of the subject according to the scheme or guidelines provided in Tutorial Letter 101 for the specific assignment. Formulate your own headings and subheadings.

**Replication of the study guide**

Try not to replicate the contents of the study guide too much. Rather try to use your own words as much as possible. Do not adhere slavishly to the study guide, especially as regards headings and examples. The study guide should only be used as a guide.

**Quoting directly from the study guide/literature**

It is unethical to quote passages directly from the study guide/literature, especially if you omit to acknowledge your source. It makes it impossible for lecturers to evaluate your insight in and knowledge of the subject.
General presentation

Your presentation should not be incoherent, as this makes it difficult to follow the logic of the discussion. Try to present your discussion in a logical order.

Deviating from the subject

Do not deviate from the subject. Discuss only the relevant facts, and beware of generalising. Remember, you are undertaking a scientific discussion. Avoid a sensational or journalistic approach in your presentation.

Conclusion

You should arrive at a logical conclusion. At this stage it is also very important to express your own viewpoint on the subject.

Style of writing

The following suggestions can be used as a guideline:

Try to develop a fluent style of writing. Avoid long, complicated sentences and paragraphs. Alternate reasonably long sentences with shorter ones. Avoid using the same word or expression frequently and unnecessarily. Do not start each sentence the same way. Each paragraph should contain only one main theme. Be systematic in the discussion of the subject. Try to mention essential facts only and state your argument clearly. Use your own words as far as possible. Avoid writing word for word from your source of information. You may quote a sentence or short paragraph, however, to prove your point or illustrate a statement. Quotations must be functional. In such cases you must acknowledge your source of information.

Length of assignment

It is extremely important to adhere to the limit set for the assignment. Learn to present only the relevant facts and restrict yourself to the required limit, otherwise you may encounter problems in the examination. Use double spacing if you type assignments and leave enough space for comments. Don't exceed five (5) typed pages.

Documentation and technical care

Documentation is an extremely important part of an assignment. You will be penalised if the assignment lacks proper documentation and technical care.

Text

At the end of a sentence or paragraph, or when you mention a specific fact (e.g. a date or statistic) which you personally looked up, you have to refer to the source of information. Use the Harvard reference method. The author's name and year of publication, as well as the number(s) of the relevant page(s) in the work cited, should be given in the text and enclosed in round brackets. This information should be given after the word (before any punctuation) or at the end of the sentence (before any punctuation) where a reference is justified.
Examples

Rehabilitation in punishment is aimed at the prevention of crime and protection of the community (Neser, 1998:81).

Bazar (Swart & Joubert, 2000: 66) defines ethnic cleansing as …

According to Reid (1994:243) pornography has raised the greatest concern about the effect of the media on criminal behaviour.

Bibliography

The bibliography consists of a list of sources, which you have personally consulted, including the study guide, the internetmetc. The sources should be arranged in alphabetical order according to the surnames of the authors. Full details of the sources must be provided: surname, author's initials, date of publication, title, place where published, publisher.

For detailed information with regard to the correct referencing techniques and bibliography consult Tutorial Letter SCHJALL available on myUnisa: official study material
SEMMTER 01
ASSIGNMENT 01

PARAGRAPHER STYLE QUESTIONS - COMPULSORY

CLOSING DATE: 03 MARCH 2017

UNIQUE NUMBER: 841145

1. Provide a detailed discussion on how broken families can contribute to criminal behaviour. (10)

2. Discuss criminal behaviour as a result of abuse. (15)
MULTI-PLE CHOICE QUESTIONS - COMPULSORY

CLOSING DATE: 07 APRIL 2017

UNIQUE NUMBER: 890447

1. Which of the following societal organisations received findings from a survey which concluded that the quality of parenting versus the family structure determines the well-being of the child?

(1) African Studies Association
(2) Australian Psychological Society
(3) American Psychological Society
(4) British Columbia Society

2. In the Drugs and Drug Trafficking Act 140 of 1992, use and possession of illegal substances are treated as a…..

(1) separate offence.
(2) single offence.
(3) multiple offence.
(4) Misdemeanour.

3. Research has shown that family conflict, hostility, limited warmth and too little love can be related to….

(1) poverty.
(2) depression.
(3) criminal behaviour.
(4) societal decay.

4. Various research studies came to the conclusion that children who were physically harmed during childhood had a much greater chance of…

(1) becoming withdrawn.
(2) becoming involved in bullying behaviour.
(3) becoming involved in illegal substance use.
(4) being in conflict with the law.
5. In disorganised families there is a lack of……

(1) leadership, guidance and control.
(2) communication, money and sensitivity.
(3) necessities, love and boundaries.
(4) cohesion, affection and communication.

6. Louw (1999) provides 16 hints for the successful planning and implementation of crime prevention projects. At which phase of Louw’s model would partners who can help with the implementation of the programmes be identified?

(1) During the development of a strategy for prevention
(2) During the monitoring and evaluation of the programmes
(3) During the undertaking of a community security audit
(4) During the implementation and management of the strategy

7. It has been found that the long-term effect of … could be disastrous for the South African economy.

(1) fracking
(2) power outages
(3) water shortages
(4) inflation

8. Richard Jenkins, found that juvenile offenders who came from families characterised by poverty, had committed … crimes.

(1) aggressive
(2) violent
(3) sexual
(4) property

9. What form of abuse by workers may increase the incidence of workplace accidents, absenteeism and disciplinary problems?

(1) Alcohol abuse
(2) Sexual abuse
(3) Drug abuse
(4) Physical abuse

10. What is one of the main problems when applying the biophysical prevention model in a country like South Africa?

(1) Basic medical services are insufficient
(2) Identifying young children at risk are difficult
(3) It is expensive
(4) It is highly specialised
11. The feminist movement, started in the late 1960's, and made a significant contribution to the development of criminology by focusing in particular on discrimination and the ... treatment of women in the criminal justice system.

(1) cruel  
(2) equal  
(3) exceptional  
(4) unequal

12. Terry Moffit's life-course-persistent theory emphasises that persistent delinquent and adult offenders display manifestations of...

(1) hitting and screaming at age six  
(2) biting and hitting at age four  
(3) swearing and hitting at age five  
(4) swearing and screaming at the age of four

13. What is influenced by nutritional standards, opportunity for immunisation, sanitation facilities, health care and health education?

(1) Fertility  
(2) Immigration  
(3) Mortality  
(4) Emigration

14. What type of feminism argues that women's oppression is the result of their subordinate class status within capitalist societies?

(1) Marxist  
(2) Liberal  
(3) Phenomenological  
(4) Socialist

15. Which system plays a significant role in the occurrence and continuation of domestic violence?

(1) An open family system  
(2) A disengaged family system  
(3) A violent family system  
(4) A closed family system

16. What type of coping style does females in prison utilise who spend time with only a few inmates, or alone, and have difficulty dealing with correctional officers?

(1) Isolated style  
(2) Adaptive style  
(3) Convict style  
(4) Adopted style
17. Which of the below options best describes adolescent-limited (AL) offenders?

(1) They begin offending during their adolescent years and stop offending around their eighteenth birthday
(2) They begin offending during childhood because of disrupted households
(3) There are limited types of crime in which they are involved
(4) They begin offending at the age of eleven and stop offending around their eighteen birthday

18. Which of the following is not a type of unemployment?

(1) Temporary
(2) Demographic
(3) Cyclical
(4) Unavoidable

19. In estimating poverty in South Africa, what is regarded as the more reliable measure for determining economic wellbeing?

(1) Deprivation
(2) Income
(3) Discrimination
(4) Expenditure

20. Black magic is the application of magical techniques for ... purposes.

(1) malicious
(2) benevolent
(3) humanitarian
(4) personal

21. Which type of crime prevention model focus mainly on the person’s inner needs and deviations which find expression in criminal behaviour?

(1) Victimological
(2) Sociological
(3) Psychological
(4) Biological

22. Urbanisation over the last 50 years has resulted in a situation whereby nearly half of the world’s population live in urban areas. What percentage of the world’s population is predicted by demographers to be living in urban areas by 2030?

(1) 61%
(2) 71%
(3) 81%
(4) 91%
23. Which of the following is an element of parenting skills?

(1) Make sure that the child gets adequate education
(2) Negotiate disagreements so that conflicts and crises do not escalate
(3) Do not set too many house rules
(4) Negative reinforcement of negative behaviour displayed by the child

24. In situational crime prevention (SCP) what is considered to be the root cause of crime?

(1) Unemployment
(2) Peer pressure
(3) Poverty
(4) Opportunity

25. Which South African city has introduced Closed Circuit Television (CCTV) in 1998 and currently has the most extensive CCTV system?

(1) Cape Town
(2) Johannesburg
(3) Durban
(4) Pretoria
1. Discuss biological theories as part of the traditional explanation of gender and crime (10)

2. Explain what Rophynol (flunitrazepam) is and how it can influence a person’s behaviour (15)
SEMESTER 02
ASSIGNMENT 02

MULTIPLE-CHOICE QUESTIONS- COMPULSORY

CLOSING DATE: 22 SEPTEMBER 2017

UNIQUE NUMBER: 758886

1. Choose one of the immediate causes of extreme rural poverty.

   (1) Lack of food
   (2) Dysfunctional family
   (3) Lack of land
   (4) Informal settlements

2. Which specific theory tends to explain all types of crime and deviance, from lower class gang delinquency to sexual harassment?

   (1) Differential Association theory
   (2) Power control theory
   (3) General crime theory
   (4) Bonding theory

3. Who described women as passive, narcissistic, masochistic and morally weak and unable to exercise self-control?

   (1) Otto Pollak
   (2) Lombroso
   (3) William Ferrero
   (4) Sigmund Freud

4. Drugs such as alcohol, narcotics and opium are classified as….

   (1) Central nervous system stimulants (CNSSs)
   (2) Central nervous system depressants (CNSDs)
   (3) Central nervous system hallucinogens (CNSHs)
   (4) Central nervous system depressants (CNSDs)

5. Name one of the networks whose findings concluded that South Africa has the highest per capita alcohol consumption levels in the world?

   (1) South African Drugs Network
   (2) Sisonke Justice Network
   (3) Alcoholics Anonymous
   (4) Sonke Gender Justice Network
6. Identify the environmental high-risk stresses disorganised families may face on a daily basis: Select the most correct combination.

   (1) Crime, violence and drug abuse
   (2) Crime, alcohol abuse and violence
   (3) Lack of education, crime and unemployment
   (4) Lack of education, aggression and unemployment

7. From which of the following households do children find themselves alone and having to resort to theft for survival?

   (1) Child-headed households
   (2) Families with same-sex parents
   (3) Single-parent families
   (4) Broken families

8. Which inadequate disciplinary method is strongly related to criminal behaviour?

   (1) Inconsistent
   (2) Severe
   (3) Permissive
   (4) Cruel

9. Which type of drug can contribute to the following symptoms: suffering from extreme impaired depth of time perception combined with distorted perception of the size of objects and movements?

   (1) Marijuana
   (2) Ketamine hydrochloride
   (3) Lysergic acid diethylamide
   (4) Cocaine

10. Which type of investigation and report are directed at helping the court to decide on the best action to take in respect of the person when being sentenced?

    (1) Parole report
    (2) Pre-trial report
    (3) Sentence plan
    (4) Pre-sentence investigation

11. Which category of offender poses a problem to the criminal justice system and may be responsible for the high recidivism rate in South Africa?

    (1) The offender who commits a crime which is clearly drug related
    (2) The offender who commits a crime which appears to be drug related
    (3) The offender who commits a drug related crime with the intent to support the habit
    (4) The offender who commits a crime which appears not to be drug related
12. The traditional reaction to poverty is to...

(1) increase jobs.
(2) create safety nets.
(3) create safe environments.
(4) build homes.

13. Which type of parenting style is characterised by a good relationship in which parents communicate with their children, but fails to set consistent limits to enforce cooperation?

(1) Rejecting parenting style
(2) Democratic parenting style
(3) Permissive parenting style
(4) Authoritarian parenting style

14. The incidence of ... worldwide is much lower among women than among men.

(1) alcoholism
(2) drug use
(3) abuse
(4) crime

15. Which one of the following theories maintain that fathers assume the conventional role of breadwinners, while mothers tend to have unskilled jobs or stay home to manage household tasks?

(1) Hagan’s power control theory
(2) Agnew’s general strain theory
(3) Moffit’s developmental theory
(4) Gottfredson and Hirschi’s general crime theory

16. What is the name of the drug that varies in appearance depending on how it is used, but is most commonly a white, odourless, bitter-tasting powder that dissolves easily in water?

(1) Lysergic acid diethylamide
(2) Methamphetamine
(3) Gamma hydroxybutyrate
(4) Ketamine hydrochloride

17. Name the crime prevention initiative in which ex-offender and at-risk youth learn how to be social entrepreneurs and execute activities that benefit their communities, while learning skills and gaining experience required to become self-supporting.

(1) Seti Crime Prevention Initiative
(2) Khulisa Crime Prevention Initiative
(3) Nicro Crime Prevention Initiative
(4) Poyner Crime Prevention Initiative
18. Which crime prevention model focuses on “at-risk” individuals and groups who show a propensity towards criminal behaviour?

(1) Traditional or conservative model of crime prevention
(2) Radical or conflict model of crime prevention
(3) Mainstream or liberal model of crime prevention
(4) Conventional or realism model of crime prevention

19. Name the school of thought that indicates that “gender relations and gender arrange social life and social institutions in elementary ways”

(1) Marxist school of thought
(2) Radical school of thought
(3) Liberal school of thought
(4) Feminist school of thought

20. Complete the following statement: … crimes are committed within the functioning of illicit drug markets, as part of drug supply, distribution and use.

(1) Periodic
(2) Economic
(3) Systematic
(4) Violent

21. A combination of the following features are indicative of healthy, strong and successful families:

(1) Commitment, safety, wellness and appreciation
(2) Commitment, appreciation, time together and spiritual wellness
(3) Safety, security, lack of communication and coping skills
(4) Safety, appreciation, commitment and stress

22. According to researchers when is the most dangerous period in a child’s life to experience abuse?

(1) Age 3 – 7 years
(2) 3 months to 3 years
(3) 7 months to 4 years
(4) Age 2 – 3 years

23. Identify one specific danger (side-effect) associated with the abuse of LSD.

(1) Dehydration
(2) Marked physical deterioration
(3) Abdominal pain
(4) Flashbacks
24. Britt (1994) opines that there are two sources of motivation which influence people to commit crime. Choose one statement that is applicable below:

(1) Young people lose motivation to find employment.
(2) There is frustration which arises when people are unable to keep a job and to maintain or improve standard of living.
(3) Individuals do not weigh up the advantages and disadvantages associated with the commission of a crime.
(4) Youth unemployment is very high and people want to be entertained all the time.

25. Which one of the following are both a cause and a consequence of poverty?

(1) Unemployment
(2) Crime
(3) Corruption
(4) Lack of opportunities
8.5 Other assessment methods

In some cases, additional assessment might be available on the myUnisa site for your module. For students attending tutorial sessions, tutors may also set additional tasks and give feedback in class.

8.6 Examination

For general information and requirements as far as examinations are concerned, see the brochure my Studies @ Unisa which you received with your study material.

Examination period

This module is offered in a semester period of 15 weeks. This means that if you are registered for the first semester, you will write the examination in May/June 2017 and the supplementary examination will be written in October/November 2017. If you are registered for the second semester you will write the examination in October/November 2017 and the supplementary examination will be written in May/June 2018.

The Examination Section will provide you with information about the examination in general, examination venues, examination dates and examination times during the course of the semester in question.

Examination paper

You will write one two-hour paper. This paper will consist of a multiple-choice section of 25 questions worth 50 marks and paragraph type questions (e.g. 10 and 15 mark questions) worth 25 marks. The question paper consists of four (4) questions, two questions for 15 marks and two questions for 10 marks. You must choose one (1) question for 15 marks and one (1) question for 10 marks. The paper counts 75 marks.

Your examination mark out of 50 will be adapted to a mark out of 100.

Your examination mark out of 50 is based on your year mark based on the 20 percent of your assignment marks (each one of assignments 01 and 02 counts half – 10 percent – towards the year mark) will be added to calculate your final mark for this module.

PLEASE NOTE: Please write the number of the questions that you answer in the examination on the cover page off your examination script.

Previous examination papers are available on myUnisa: official study material to students. You may, however, accept that the self-evaluation questions and activities in the study guide will help you prepare for the exams.

Suggestions on how to approach the examination

It goes without saying that in order to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by way of a thorough study of the study guide!
However, our experience has been that students who apparently have a good knowledge of the subject sometimes fail to obtain a pass mark. It is a good idea first to read carefully through each question on the paper before you attempt to answer it.

Our endeavour is always to ensure that examination papers are not too long.

Our endeavour at all times is to set a paper that will test your knowledge in a fair and proper manner and to maintain sound standards. Therefore students who have obtained a degree from this University may take pride in their achievement.

9 FREQUENTLY ASKED QUESTIONS

The my Studies @ Unisa brochure contains an A-Z guide of the most relevant study information.

10 IN CLOSING

Please do not hesitate to contact us should you need further assistance regarding anything which is not clear regarding the contents of this tutorial letter.

All the best with your studies and may you be successful.

Regards

Mrs W Kruger