Tutorial letter 101/3/2018

Introduction to Criminology: Victims and Reduction of Crime
CMY1502

Semesters 1 & 2

Department of Criminology and Security Science

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

Dear Student

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.

**The study material for this module consists of the following:**

- One study guide
- Tutorial letters 101 and 301 after registration and you will receive a number of additional tutorial letters during the year

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 CMY1502 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 CMY1502 placed on the myUnisa website.

I 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 victims and reduction of crime.

2.2 Outcomes and assessment criteria

OUTCOMES FOR THEME 1: General Introduction to Victims of Crime

Students should be able to demonstrate a comprehensive understanding of the victim of crime, the key concepts that relate to the definition of a crime, the problems experienced by victims of crime and a general profile of crime.

ASSESSMENT CRITERIA

After completing this theme, students should be able to:

- Define the concept ‘crime victim’
- Provide an overview of the approaches that relate to the concept of ‘crime victim’, such as the positivist and radical approaches
- Identify problems experienced by crime victims
- Describe a general profile of crime victims in terms of the social and demographic characteristics of victims

OUTCOMES FOR THEME 2: Victim Vulnerability, Specific Categories of Victims and Victim Empowerment

Students must be able to demonstrate a logical understanding and insight of victim vulnerability, the specific categories of victims who are particularly vulnerable to crime; and be able to unpack the victim support and empowerment initiatives.

ASSESSMENT CRITERIA

- Define the concept ‘victim vulnerability’
- Provide an overview of key concepts related to victim vulnerability with regard to the precipitating and facilitating factors, the attractiveness of the target, and the lifestyle and the interaction between the victim and the offender
- Describe specific categories of victims, such as children, youthful victims, women and elderly victims as who are particularly vulnerable to crime
- Provide the definitions and the aims of victim support and victim empowerment
- Describe the Charter of Victim Rights
- Outline the different victim support models
- Explain the services available to victims of crime
- Sketch a proposed model for victim support in South Africa

OUTCOMES FOR THEME 3: Crime Prevention and Deduction

Students should be able to illustrate systematic knowledge of the prevention and the reduction of crime in South Africa.
ASSESSMENT CRITERIA

- Define the various crime prevention or reduction approaches
- Provide an overview of the main premises of the South African Crime Prevention Strategy
- Describe the objectives and proposed programmes of the four crime prevention pillars
- Explain the objectives of punishment
- Outline the penal objectives related to crime prevention or reduction
- Pronounce the specific contributions of rehabilitation, individual and general deterrence and incapacitation with regards to the prevention or reduction of crime

3 LECTURER AND CONTACT DETAILS

3.1 Lecturer

Mrs E. Joubert
Brooklyn House 1-47
Veale Street
Brooklyn, Pretoria
E-mail address: joubee@unisa.ac.za
Telephone: 012 433 9490

3.2 Department

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

Departmental Secretary: Zanele Skhosana – 012 433 9434 (skhoszp@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 *Study @ 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 study your study guide and tutorial letters.*

4.2 Recommended books

There are no recommended books

4.3 Electronic Reserves (e-Reserves)

There are no e-Reserves in this module.
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 E-tutoring services offered to students

Please be informed that, with effect from 2013, Unisa offers online tutoring (e-tutoring) to students registered for certain modules at NQF levels 5, 6 and 7 for qualifying first, second 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 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 tutor facilitator. Hereafter, 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 tutoring services are provided by qualified e-tutors who are appointed by Unisa. These services are offered to students free of charge. You will however need access to a computer and internet connection to participate in the e-tutoring services. If you live close to a Unisa regional centre or a Telecentre contracted by Unisa, please visit these facilities to access the internet. All e-tutoring services occur 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. In order for you to benefit from the online tutoring, you need to participate in the online discussions that the e-tutor will be facilitating.

There are modules, which students repeatedly fail and in this regard, face-to-face tutors and tutoring services are offered (for these modules) at the Unisa regional centres free of charge. However, in order for you to participate in this, you need to register at your nearest Unisa Regional Centre to secure attendance of these classes.

5. STUDENT SUPPORT SERVICES

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; and engaging in e-tutoring activities; signature courses; and in myUnisa module discussion forums. Please note that any other activity outside of these is for your own cost such as, printing and photocopying services. For more information on the Telecentre nearest to you, please visit www.unisa.ac.za/telecentres.
Important information appears in your Study @ Unisa brochure.

6 STUDY PLAN

Use Study @ 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

All students that submit both Assignments 01 and 02 in time (before or on the closing dates) will automatically receive admission to the examination.

Both Assignments (01 and 02) are compulsory, and therefore you must submit both Assignments to qualify for the exam. The year mark comprises of 20 per cent of the Assignments’ marks (thus, each Assignment counts 10 per cent towards the year mark). This 20 per cent (that comprises of both Assignments’ 10 per cent marks) will then be included with the examination mark (which counts 80 per cent) in order to calculate your final mark for this module. No extension will be granted for submission of the Assignments and you are requested not to apply for extension under any circumstances. Please make an effort to commence with your Assignments as soon as possible in order to avoid late submission.

Both Assignments form part of the learning material for this module. When you prepare for the Assignments, thoroughly peruse through the study guide content and discuss the work with fellow students or read-up on, or research the topic you are studying – this learning process is known as ‘actively learning’ and it will a sound foundation for your exam preparation.

The assessment criteria provided above are broad guidelines of the Themes in the study guide and comments on both the compulsory Assignments will be forwarded to all students registered for this module in follow-up tutorial letters.

In terms of a decision made by the Senate and by the College of Law, all students must submit two (compulsory) Assignments per module. One of the reasons for this is that a student is required to provide evidence that he or she “actively studied” the module material before being allowed to engage in the examination. The Department of Higher Education requires evidence of registered students’ active academic participation before a specific date, and consequently no extension of submission dates for the Assignments is allowed.

Another reason why students will not be permitted to submit Assignments after the due date is that commentaries on the Assignments will be mailed to the students and this will enable students to study the Assignment comments and answer guidelines for examination purposes. We trust that you understand the importance of the Assignments and the fact that both Assignments must be submitted on time.

Assignment 03 is a self-assessment consisting of paragraph questions meant to test your knowledge of the module. This assignment should not be submitted for assessment. Only assignment 01 and 02 are compulsory.
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 numbers (01 or 02), a unique Assignment number (e.g.
205207) should also appear on the cover docket of your Assignment.

First semester

Assignment 01: Unique number: 739248
Assignment 02: Unique number: 894829

Second semester

Assignment 01: Unique number: 721830
Assignment 02: Unique number: 790503

8.2.2 Due dates for Assignments

First semester

Submission date for Assignment 01 is: 5 March 2018
Submission date for Assignment 02 is: 9 April 2018

Second semester

Submission date for Assignment 01 is: 20 August 2018
Submission date for Assignment 02 is: 25 September 2018

8.3 Submission of Assignments

Students may submit the Assignments with the completed on mark-reading sheets either by post,
through Mobile MCQ submission or electronically via myUnisa. Please note that the Assignments
may not be submitted by fax or e-mail. For detailed information on Assignment submissions, please
refer to my Study @ 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 “Assignments” 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

You will receive the correct answers to multiple questions automatically. As noted above, comments on compulsory Assignments will be forwarded to all students registered for this module in a follow-up tutorial letter, and not only to those students who submitted the assignments. The tutorial letter number will be 201.

As soon as you have received the comments and feedback please check your answers. The Assignments and the comments constitute an important part of your learning and should assist you to be better prepared for the next Assignment and for the examination.

**How to approach multiple choice questions**

Please read through the following remarks on answering multiple-choice questions and think about them. Of course, you do not 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 does **NOT** assist in the prevention of crime?

1. rehabilitation
2. individual deterrence
3. incapacitation
4. passive deterrence

The components of a multiple-choice question consist of

**Problem statement or question**

```
Which of the following objectives of punishment does **NOT** assist in the prevention of crime?
```

Distracters

```
(1) rehabilitation
(2) individual deterrence
(3) incapacitation
```

Correct answer

```
(4) passive deterrence
```

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 of 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 prevention of crime*.

In the example, the key words *objectives of punishment* are important indicators because the distractors 1 to 3 can all be classified as objectives of punishment.

You know that all the mentioned objectives of punishment are designed *to prevent crime*. Therefore, alternative 4 is incorrect and thus 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 later 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.
8.4 Assignments

SEMESTER 1

ASSIGNMENT 01 - COMPULSORY

UNIQUE NUMBER: 739248

DUE DATE: 5 MARCH 2018

Before you start answering the multiple-choice questions, please ensure that you first read the instructions which appear in the booklet entitled “Instructions for mark-reading sheet”.

NB: You only have to mark the corresponding number on your mark-reading sheet regarding each of the twenty five (25) questions. Please make sure that you only mark one (1) correct answer per question. If you mark two (2) numbers on your mark-reading sheet it will be marked as wrong. Make sure that you answer all twenty (25) questions asked below in the manner explained above. The answers to these questions can be found in your study guide.

ASSIGNMENT 01: MULTIPLE-CHOICE QUESTIONS

1 When a criminal event takes place there are usually three main components involved, namely:

(a) The criminal.
(b) The victim.
(c) The criminal act.
(d) The opportunity.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (c) and (d)
3. (a), (b) and (d)
4. (b), (c) and (d)

2 Conservative victimology is also known as:

1. Left realism.
2. Left idealism.
3. Right realism.
4. Right idealism.

3 The main focus is not to determine why or how a person has been harmed, but rather the acknowledgement that a person has been harmed and that the victim needs to regain control over his/her life. This statement refers to … of victimisation.

1. Stage 1
2. Stage 2
3. Stage 3
4. Stage 4
According to the Canadian Resource Centre for Victims of Crime (2011), victims display four psychological reactions to crime. Which option below refers to the victim’s third psychological reaction to crime?

1. Disorganisation that may manifest itself in psychological effects such as distress, thoughts about the crime event, nightmares, depression, guilt, fear, and a loss of self-confidence and self-esteem.
2. Normalisation or adjustment where the victim does whatever possible to reclaim his or her life.
3. This reaction involves emotions such as shock, fear, anger, helplessness, disbelief and guilt.
4. This reaction involves the victim’s attempt to come to terms with and accept the fact that he or she has been victimised.

Physical injuries caused by crime may be categorised as …, … or…

1. minor, moderate, major.
2. minor, moderate, severe.
3. mild, moderate, major.
4. mild, moderate, severe.

Repeat victimisation can be defined as a person, object or place being victimised more than … during a limited period.

1. once
2. a couple of times
3. thrice
4. four times

Which option below is NOT a criminal activity that elderly persons are likely to become victims of?

1. Fraud.
2. Scams.
4. Assault.

According to Van der Hoven and Maree (2005), repeat victimisation relates to the fact that:

(a) Victimisation increases subsequent victimisations.
(b) Previous crime victimisation is a good predictor for subsequent victimisation.
(c) The greater the number of prior victimisation incidents, the lower the likelihood that the victim will experience future victimisation.
(d) Victimisation tends to occur soon after the previous incident.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (c) and (d)
3. (a), (b) and (d)
4. (b), (c) and (d)
9 The boost explanation of repeat victimisation is dependent on the … of the initial offence.

1. attempt
2. planning
3. failure
4. success

10 The idea that the victim’s behaviour might have been the spark or the provocation that ignited the subsequent offence fits the definition of:

1. Risk.
2. Victim precipitation.
3. Vulnerability.
4. Victim facilitation.

11 Which theory explains that victimisation is the result of direct victim-offender contact in conjunction with the co-presence of time and space, a motivated offender, a suitable target, and the absence of a capable guardian?

1. Social structure
2. Routine activity
3. Rational choice
4. Social bond

12 Precipitating factors are factors that … an offender to commit crime.

1. encourage
2. avert
3. dissuade
4. deter

13 The ease at which the offender can attain the target without much effort involves:

1. The suitability of the target, physical visibility and accessibility.
2. The suitability of the target, physical appearance and accessibility.
3. The suitability of the target, physical visibility and distance.
4. The suitability of the target, physical appearance and distance.

14 Being … exposes the practitioner of this occupation to a higher risk of victimisation.

1. an administrative officer
2. a police officer
3. a teacher
4. a medical doctor

15 The failure by parents or caregivers to provide children with basic necessities falls under the category of:

1. Abuse.
3. Neglect.
16. ... is defined as sexual activities between individuals who are closely related by kinship.

   1. Incest
   2. Molestation
   3. Intercourse
   4. Grooming

17. Due to the fact that victims are still stigmatised many people prefer the term “...” to the term “victim”.

   1. survivor
   2. warrior
   3. conqueror
   4. victor

18. Which option below is NOT a contributing factor to children choosing a life on the streets?

   1. A lack of parental education.
   2. Alcohol abuse by parents.
   3. Disintegration of the family.
   4. Overpopulation in the family.

19. In order to prevent recidivism among youth offenders, the Department of Correctional Services (DCS) provides … that focuses on education, human development and training.

   1. restitution
   2. retribution
   3. rehabilitation
   4. restoration

20. During the ... phase of the cycle of violence against women, the abuser pleads for forgiveness and promises no more violence.

   1. tension building
   2. explosion
   3. compassion
   4. honeymoon

21. Choose the INCORRECT option. According to Delport (2013), abuse of the elderly refers to intentionally withholding:

   1. Food.
   2. Medical care.
   3. Emotional support.
   4. Personal care.

22. The term ... means to enable the victim to regain ownership of the criminal event and its repercussions; and to give the victim the opportunity to gain control over his/her life or the situation in which he or she is.

   1. Support
   2. Care
   3. Empowerment
   4. Help
... refers to the empathetic, person-centred assistance that is rendered by an organisation or individual after an incident of victimisation.

1. Victim support
2. Victim care
3. Victim empowerment
4. Victim help

At the ... level of crime prevention, the focus is on the elimination of crime opportunities that may originate in the physical environment.

1. primary
2. secondary
3. intermediate
4. tertiary

In South Africa, and specifically in the DCS, there has been a shift in the treatment of offenders. This shift intends to give effect to the notion of ... and effective treatment of the inmates to help them to become law-abiding citizens.

1. restoration
2. restitution
3. retribution
4. rehabilitation
Before you start answering the multiple-choice questions, please ensure that you first read the instructions, which appear in the booklet entitled: Instructions for mark-reading sheet.

**NB:** You only have to mark the corresponding number on your mark-reading sheet regarding each of the twenty (25) questions. Please make sure that you only mark one (1) correct answer per question. If you mark two (2) numbers on your mark-reading sheet it will be marked as wrong. Make sure that you answer all 25 questions asked below in the manner explained above. The answers to these questions can be found in your study guide.

**ASSIGNMENT 02: MULTIPLE-CHOICE QUESTIONS**

1. Victimology refers to …
   - (a) measures used by the society to respond to victimisation.
   - (b) events leading to victimisation.
   - (c) the community’s experience of victimisation.
   - (d) the victim’s experience.

   Choose the correct combination:
   1. (a), (b) and (c)
   2. (a), (c) and (d)
   3. (a), (b) and (d)
   4. (b), (c) and (d)

2. The critical victimology paradigm is also known as:
   1. Left realism.
   2. Left idealism.
   3. Right realism.
   4. Right idealism.

3. A victim is a person that has been victimised and it is a victim’s choice to remain silent, and not to report the victimisation. However, this will largely depend on the recognition and identification of the harmful experience endured, and whether societal beliefs are conducive to report the victimisation. This process refers to … of victimisation.
   1. Stage 1
   2. Stage 2
   3. Stage 3
   4. Stage 4
According to the Canadian Resource Centre for Victims of Crime (2011), victims have four psychological reactions to crime. Identify the option below that refers to the victim’s second psychological reaction to crime.

1. Disorganisation coupled with psychological effects such as distress, thoughts about the crime event, nightmares, depression, guilt, fear, and a loss of self-confidence and self-esteem.
2. Normalisation or adjustment and the victim does whatever is possible to reclaim his or her life.
3. This reaction involves emotions such as shock, fear, anger, helplessness, disbelief and guilt.
4. The victim attempts to come to terms with and accept the fact that he or she has been victimised.

Regarding the financial impact of crime suffered by victims, which option below is INCORRECT?

1. Seeking medical assistance.
2. A decline in insurance premiums.
3. The installation of security measures.
4. Fixing property or replacing stolen goods.

Which option below relates to one of the reasons why young people are more likely to be victimised?

1. Young people are less receptive to promises, great bargains and wonderful opportunities.
2. Young people are more receptive to promises, great bargains and wonderful opportunities.
3. Young people have more life experience are more careless than what older people are.
4. Young people with little life experience are less careless than what older people are.

One probable reason why a large urban area will be more crime-oriented than a rural community is the greater degree of … and … characteristics of its inhabitants.

1. conspicuousness, weaker social bonding
2. conspicuousness, stronger social bonding
3. anonymity, weaker social bonding
4. anonymity, stronger social bonding

Which option below is NOT an example of an attractive target as identified by Weisel (2005)?

1. Some occupations (such as taxi drivers who work late at night) are higher risks for becoming targets than other occupations.
2. Hot products (such as low-performance vehicles) are at a higher risk of being hijacked or stolen.
3. Some businesses (such as convenience stores at petrol stations that are open for long hours) are easily accessible and their chances of being victimised are very high.
4. Some locations (such as corner houses) are likely to experience a higher rate of victimisation because it is easy for an offender to see whether anyone is at home.
9 Low-risk victims are regarded as those victims whose … , … and … lives do not usually expose them to the likelihood of suffering danger.

1. personal, professional, social
2. emotional, professional, social
3. financial, personal, social
4. psychological, personal, social

10 John was late for a meeting and neglected to lock his car after parking it. Upon his return his car was stolen. This scenario is a description of:

1. Victim precipitation.
2. Victim blaming.
3. Victim vulnerability.
4. Victim facilitation.

11 Child sexual abuse is the involvement of a child in sexual activity that the child does not fully … , and is unable to give informed … to.

1. agree, consent
2. agree, dissent
3. comprehend, consent
4. comprehend; dissent

12 According to Benokraitis (2011), … is one of the best predictors of youth abuse and neglect.

1. a lack of education
2. a lack of social skills
3. poverty
4. unemployment

13 Street children are particularly vulnerable to … types of abuse. Choose the INCORRECT option below.

1. Sexual
2. Physical
3. Psychological
4. Social

14 According to Dastile (2014), certain groups of women are more vulnerable to victimisation. These groups include:

1. Minority groups, poor women and women with disabilities.
2. Majority groups, poor women and women with disabilities.
3. Minority groups, rich women and women with disabilities.
4. Majority groups, poor women and women without disabilities.

15 Women are particularly vulnerable to … as a form of victimisation. Choose the INCORRECT option below.

1. robbery
2. rape
3. sexual harassment
4. marital violence
16 The victim tries to remove or reduce all irritants from the abuser to keep him calm. This refers to the … phase in the cycle of violence against women.

1. Tension building
2. Explosion
3. Compassion
4. Honeymoon

17 Which of the following factors play a role in the victimisation of the elderly?

(a) The elderly are physically stronger and less agile.
(b) Because the pension pay-out dates are widely known it makes the elderly easy targets.
(c) The elderly have a reduced income and economic liability often accompanies victimisation.
(d) The elderly are more dependent on public transport than the rest of the public and this increases their exposure to crime.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)

18 The point of departure of the … model is that early identification and treatment of crimes and criminals, especially in the event of children with problems, may play an important part in preventing crime.

1. limiting opportunities from crime
2. community-based crime prevention
3. social crime prevention
4. biophysical crime prevention

19 During sentencing of Sylvester for a smash and grab incident against Thabang, the psychologist highlighted in the victim impact statement that “after the incident the victim suffered a mental condition which was caused by shock and this has lasting harmful effects on her.” This scenario refers to:

1. Stress.
2. Anxiety.
3. Trauma.
4. Fear.

20 Choose the option that best describes the mission of the Victim Empowerment Programme (VEP).

1. The VEP ensures an isolated, holistic and coordinated service delivery to victims of crime in an enabling environment.
2. The VEP ensures an integrated, holistic approach and coordinated service delivery to victims of crime in an enabling environment.
3. The VEP ensures an integrated, individualistic approach and coordinated service delivery to victims of crime in an enabling environment.
4. The VEP ensures an isolated, individualistic approach and wavering service delivery to victims of crime in an enabling environment.
21 The Service Charter for Victims of Crime in South Africa was adopted to:

1. Provide victims with knowledge of what they can expect from the SAPS.
2. Eliminate secondary victimisation of victims by the criminal justice process.
3. Provide resources to offenders when service standards are not met.
4. Place victims at the centre of the Department of Correctional Services.

22 The … crime prevention model emphasises that the most important units of socialisation, namely the family, schools, peers and the community, influence behaviour sequentially.

1. limiting opportunities
2. community-based
3. social
4. biophysical

23 The … crime prevention level incorporates a pure reactive approach because it revolves around reducing the severity of loss.

1. primary
2. secondary
3. intermediate
4. tertiary

24 Implementing school-based programmes on life skills is a basic premise of …, of the National Crime Prevention Strategy.

1. Pillar 1: The integrated criminal justice
2. Pillar 2: Crime prevention through environmental control and design
3. Pillar 3: Promotion of community values and education
4. Pillar 4: Prevention of transnational crimes

25 … as an objective of punishment is often associated with *lex talionis*, the principle of ‘an eye for an eye, and a tooth for a tooth’.

1. Incapacitation
2. Restitution
3. Retribution
4. Deterrence
1. Critically discuss the different impacts of crime on a victim. (5)

2. Summarise the social and demographic characteristics of victims that increase the risk of being victimised. (15)

3. Describe the meaning of the concept “precipitating factor”. (10)

4. Mention five factors that increase the vulnerability of children's victimisation. (5)

5. Define the term ‘victim empowerment’. (5)

6. Briefly describe what you understand under the term “crime prevention model”. (5)

7. Name the four crime prevention models of the South African National Crime Prevention Strategy. (4)

8. Briefly explain the five rehabilitation treatment programmes. (10)
Before you start answering the multiple-choice questions, please ensure that you first read the instructions, which appear in the booklet entitled: Instructions for mark-reading sheet.

**NB:** You only have to mark the corresponding number on your mark-reading sheet regarding each of the twenty (25) questions. Please make sure that you only mark one (1) correct answer per question. If you mark two (2) numbers on your mark-reading sheet it will be marked as wrong. Make sure that you answer all 25 questions asked below in the manner explained above. The answers to these questions can be found in your study guide.

**ASSIGNMENT 01: MULTIPLE-CHOICE QUESTIONS**

1. Radical victimology is also known as:
   1. Left realism.
   2. Left idealism.
   3. Right realism.
   4. Right idealism.

2. When the injured person or institution perceives the injury as unfair and unwarranted, they feel victimised; however, not all people who have been victimised experience this process as victimisation. This statement refers to … of victimisation.
   1. Stage 1
   2. Stage 2
   3. Stage 3
   4. Stage 4

3. For many years, and in general, the victim was neglected by the … and the …
   1. law makers, society.
   2. courts, society.
   3. government, society.
   4. criminal justice system, society.

4. According to the Canadian Resource Centre for Victims of Crime (2011), victims have four psychological reactions to crime. Which of the options below refers to the victim’s fourth psychological reaction to crime?
   1. Disorganisation may manifest itself in psychological effects such as distress, thoughts about the crime event, nightmares, depression, guilt, fear, and a loss of self-confidence and self-esteem.
   2. Normalisation or adjustment where the victim does whatever possible to reclaim his or her life.
   3. This reaction involves emotions such as shock, fear, anger, helplessness, disbelief and guilt.
   4. This reaction involves the victim’s attempt to come to terms with and accept the fact that he or she has been victimised.
5 Which option below is **NOT** an aspect of the impact of crime on victims’ social relationships?

1. Occupational functioning.
2. Intimate relationships.
3. Social functioning.
4. Individual functioning.

6 Statistical data reveals that due to … young people face a much greater risk of being victimised than older people.

1. their age
2. the level of maturity
3. the level of growth
4. their lifestyle

7 Siegel (2011) asserts that except for crimes of rape and sexual assault, males are much more likely than females to become victims of … crime.

1. violent
2. economic
3. commercial
4. non-violent

8 Poor people are most likely to suffer … while the rich people are mostly victims of …

1. violent crime, personal theft.
2. non-violent crime, personal theft.
3. economic crime, personal theft.
4. economic crime, violent crime.

9 People living in rural areas are less victimised because they believe in … living and uphold the principle of …

1. communal, individualism.
2. Communal, *Ubuntu*.
3. private, individualism.

10 Sipho explains to the police officer that the perpetrator appeared from nowhere and snatched his iPhone 7 from him whilst he was talking to his friend Thabo. The police officer in turn explains that Sipho was robbed because he was walking alone in an isolated alley while talking on his expensive mobile phone and this made him and his phone appealing to a criminal-prone individual. This scenario relates to:

1. Victim precipitation.
2. Suitability of target.
3. Attractiveness of target.
4. Victim facilitation.

11 Choose the option that represents the most prominent type of child abuse in the family cycle:

1. Sexual abuse.
2. Emotional neglect.
3. Physical abuse.
4. Intentional maltreatment.
12 Peacock and Rosenblatt (2013) refer to street children as:

3. Forgotten children.

13 Which of the options below are myths surrounding sexual offences against women?

(a) Women want to be raped.
(b) Many women lie about being raped because they regret having sex.
(c) If a woman really wanted to defend herself against a rapist she would do so.
(d) A woman who says ‘no’ actually means ‘no’.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)

14 Crime prevention is a proactive approach while crime control …

1. points to the preservation or conservation of the current levels of crime.
2. reduces the actual levels and perceived threat of crime as well as the fear of crime.
3. portrays an attempt to eliminate crime by controlling the factors involved in its occurrence.
4. is an offensive strategy to combat crime, rendering it more proactive by nature.

15 … also deals with the willingness of the people in the community to take action if they see a crime in progress.

1. Formal social control
2. Informal social control
3. The Criminal Justice System
4. The South African Police Service

16 … refers to a philosophy of care and assistance and a specific approach by service providers to deliver the service they pledged to deliver.

1. Victim support
2. Victim care
3. Victim empowerment
4. Victim help

17 The objectives of victim support include:

(a) Prevent or reduce secondary victimisation by the criminal justice system by providing information on matters such as progress with the investigation; the functioning of the court system; and the rights of victims in the system.
(b) Identify symptoms of anxiety disorder and refer victims to counsellors and other professional services where necessary.
(c) Prevent repeat victimisation by advising and guiding individuals to maintain a preventive lifestyle, and by creating awareness among the public of the risks of crime.
(d) Reduce the psychological trauma victims experience by providing emotional support and practical assistance, either immediately or shortly after the incident.
Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)

18 Which option below is **NOT** a programme recommended by Hoskins (2014) to improve skills and strengthen relationships between parents and adolescents?

1. Community-based programmes.
2. Protecting adolescents against high-risk behaviours.
3. Enhancing parenting skills for fathers.
4. Enhancing parenting skills for mothers.

19 State compensation schemes are examples of the … and the victim support model.

1. criminal justice model
2. care model
3. crime prevention model
4. biophysical model

20 The use of CCTV in banking halls to detect bank robbers is an example of the …

1. limiting opportunities from crime prevention model.
2. community-based crime prevention model.
3. social crime prevention model.
4. biophysical crime prevention model.

21 … focuses on the early identification of potential law violators and simultaneous intervention before a crime is committed.

1. Primary crime prevention
2. Secondary crime prevention
3. Intermediate crime prevention
4. Tertiary crime prevention

22 Which option below is **NOT** a programme proposed to meet the objective of Pillar 2 of the National Crime Prevention Strategy?

1. Regulation of motor vehicles.
2. Coordination and rationalisation of legislation.
3. Environmental design and maintenance.
4. The identification system.

23 The … are the two models upon which the integrated crime prevention models are based.

1. care model and the criminal justice model
2. biophysical model and the social crime prevention model
3. limiting opportunities for crime and the community-based model
4. prevention of specific crimes model and the criminal justice model
During their court hearing for committing arson, the group of young people is ordered to pay the school an amount of R10 000 to fix for the damages they have caused. Each member in the group is also sentenced to 2400 hours of community service, which they have to serve at the school. This scenario is best described by:

1. Incapacitation.
2. Restitution.
3. Retribution.
4. Deterrence.

Which option below is NOT one of the benefits of restorative justice?

1. Victim empowerment.
2. Prevention of re-offending.
3. Benefits to the correctional services.
4. Enhancement of community involvement in the resolution of the dispute.
Before you start answering the multiple-choice questions, please ensure that you first read the instructions, which appear in the booklet entitled: Instructions for mark-reading sheet.

NB: You only have to mark the corresponding number on your mark-reading sheet regarding each of the twenty (25) questions. Please make sure that you only mark one (1) correct answer per question. If you mark two (2) numbers on your mark-reading sheet it will be marked as wrong. Make sure that you answer all 25 questions asked below in the manner explained above. The answers to these questions can be found in your study guide.

ASSIGNMENT 02: MULTIPLE-CHOICE QUESTIONS

1 Dussich (2006) defines victimology as an academic, … and … discipline that focuses on studying data, and which describes the relationship of victimisation.

1. unscientific, cause-effect
2. practical, cause-effect
3. scientific, cause-effect
4. unempirical, cause-effect

2 During … the individual recognises that he/she is a victim and starts seeking for help from significant others, organisations or the criminal justice system. However, the victim may also become reluctant to seek help from others due to fear of being blamed as bringing the victimisation on him/herself.

1. Stage 1
2. Stage 2
3. Stage 3
4. Stage 4

3 According to the Canadian Resource Centre for Victims of Crime (2011), victims have four psychological reactions to crime. Which option below refers to the victim’s first psychological reaction to crime?

1. Disorganisation that may manifest itself in psychological effects such as distress, thoughts about the crime event, nightmares, depression, guilt, fear, and a loss of self-confidence and self-esteem.
2. Normalisation or adjustment where the victim does whatever possible to reclaim his or her life.
3. This reaction involves emotions such as shock, fear, anger, helplessness, disbelief and guilt.
4. This reaction involves the victim’s attempt to come to terms with and accept the fact that he or she has been victimised.
According to Siegel (2011), the risk of being victimised decreases drastically after the age of:

1. 21.
2. 25.
3. 30.
4. 40.

Siegel (2011) explains that age, gender and lifestyle influence the association between victimisation and marital status because:

(a) Widows and widowers are less prone to victimisation because they are older; interact with older people; and are more likely to stay home at night and avoid public places.
(b) Young people (adolescents and teens) who are too young to get married reflect the lowest victimisation risk.
(c) Young people (adolescents and teens) who are too young to get married reflect the highest victimisation risk.
(d) Young single people visit public places, such as discos more often than adults and elderly people. This exposes them to interaction with high-risk peers and increases their exposure to violence.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (c) and (d)
3. (a), (b) and (d)
4. (b), (c) and (d)

In comparison to past statistics, the rate of black victimisation is on a drastic ... and as such the racial victimisation gap is ...

1. increase, widening.
2. increase, narrowing.
3. decrease, widening.
4. decrease, narrowing.

The flag explanation of repeat victimisation relates to the vulnerability and ... of the victim.

1. attractiveness
2. carelessness
3. carefulness
4. weakness

The presence of certain factors expose some individuals to a greater possibility of being victimised. This excerpt relates to the definition of:

1. Risk.
2. Victim precipitation.
3. Vulnerability.
4. Victim facilitation.

Victims whose lives could expose them to danger are referred to as:

1. Low-risk victims.
The likelihood of a person becoming a victim of crime relates to:

1. Victim risk.
2. Victim precipitation.
3. Victim vulnerability.
4. Victim facilitation.

... is NOT considered by victimologists as a victim precipitated crime.

1. Rape
2. Robbery
3. Murder
4. Fraud

... are subjected to the lowest rates of criminal victimisation.

1. Children
2. The youth
3. Women
4. The elderly

Geldenhuys (2016) is of the opinion that tourists are easy victims of crime because they are ..., ... and they often carry large sums of cash and valuables.

1. inconspicuous, predictable
2. conspicuous, predictable
3. discrete, predictable
4. different, predictable

... are chosen by female sex offenders as victims.

1. A sibling, relative, step-sibling or foster sibling, or a cousin
2. Victims not known by the offender
3. Mostly female victims, and sometimes victims from both genders
4. Young children, especially those younger than ten years

According to Geldenhuys (2016) there are about ... child prostitutes in South Africa.

1. 10 000
2. 20 000
3. 30 000
4. 40 000

... are subjected to the highest rates of criminal victimisation.

1. Children
2. The youth
3. Women
4. The elderly
The theory attempts to explain and provide an understanding of intimate violence.

1. Social structure
2. Routine activity
3. Learned helplessness
4. Rational choice

The phase is characterised by extreme emotional and physical outbursts by the abuser.

1. Tension building
2. Explosion
3. Compassion
4. Honeymoon

According to Artz and Smyth (2013), elements of sexual harassment include:

(a) An implied promise of reward for complying with a sexual request.
(b) Unwelcome sexual attention from another person.
(c) An implied threat of reprisal for agreeing to comply with a sexual request.
(d) Unwelcome explicit or implicit behaviour.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)

When reporting a case of rape at the police station, Ruth was told by the police officer that she was raped because she wore a mini skirt. The police officer’s insensitive and harsh treatment towards Ruth refers to:

1. Secondary victimisation.
2. Victim facilitation.
3. Victim precipitation.
4. Repeat victimisation.

Which option below is NOT a practical example of victim support?

1. Helping the victim to claim from the insurance.
2. Helping the victim to improve security.
3. Accompanying the victim to search for the offender.
4. Accompanying the victim to court.

Which of the options below are examples of appropriate services to crime victims in the criminal justice system?

(a) The right to receive retribution from the offender.
(b) Advice on preventive measures.
(c) Referral to support agencies.
(d) The right to be notified of the outcome of the investigation.

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)
The crime prevention model emphasises that crime may be prevented if potential offenders are made aware of the high risk of being caught in specific neighbourhoods.

1. limiting opportunities from crime
2. community-based
3. social
4. biophysical

Diversion programmes for juveniles are recommended to attain one of the objectives of crime prevention of the National Crime Prevention Strategy?

1. Pillar 1: The integrated criminal justice
2. Pillar 2: Crime prevention by means of environmental control and design
3. Pillar 3: Promotion of community values and education
4. Pillar 4: Prevention of transnational crimes

In South Africa, ... is a vital reason as to why rehabilitation is ineffective.

(a) the violent prison culture
(b) long-term and life-sentenced offenders
(c) the rigid structure of the correctional service
(d) overcrowding

Choose the correct combination:

1. (a), (b) and (c)
2. (a), (b) and (d)
3. (a), (c) and (d)
4. (b), (c) and (d)
1. Define the concept “victim”. (10)
2. Outline the concept “facilitating factor”. (5)
3. Explain why women are particularly vulnerable to intimate violence. (10)
4. Discuss the Service Charter for Victims of Crime in South Africa. (10)
5. Briefly explain the difference between crime prevention and crime control. (5)
6. Explain the main objectives of the integrated criminal justice model. (15)
7. List five objectives underlying crime prevention for environmental design and development. (5)
8. Highlight the difference(s) between collective incapacitation and selective incapacitation. (4)
9 OTHER ASSESSMENT METHODS

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

10 EXAMINATION

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

Examination admission

All students who have submitted both Assignments 01 and 02 in time (before or on the closing dates) will automatically receive admission to the examination.

How will this work in practice?

Both assignments (01 and 02) are compulsory. You must submit both. The year mark is based on 20 per cent of the assignment marks (each assignment counts half – 10 per cent – towards the year mark) which will be added to the examination mark (which counts 80 per cent) to calculate the final mark for this module. No extension whatsoever will be granted for submission of the assignments and you are requested not to apply for extension under any circumstances.

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 2018 and the supplementary examination will be written in October/November 2018. If you are registered for the second semester you will write the examination in October/November 2018 and the supplementary examination will be written in May/June 2019.

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 on an official examination mark-reading sheet as the exams will consist only of multiple-choice questions.

The paper counts 50 marks.

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

Your examination mark out of 50 (calculated to represent the 80 per cent examination mark) together with your year mark (based on the 20 per cent of your assignment marks) will be added to calculate your final mark for this module.
Previous examination papers are only available to students on myUnisa. Additionally, you may 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 and 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.

11 **FREQUENTLY ASKED QUESTIONS**

Please read through *Study @ Unisa* brochure which contains an A-Z guide of the most relevant study information.

12 **IN CLOSING**

I hope that you will enjoy this module and I wish you the very best for your studies!

Mrs E. Joubert