Tutorial letter 101/3/2018

Introduction to Criminology: Crime, Offenders and Criminal Behaviour
CMY1501

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.

The study material for this module consists of the following:

- One study guide
- Tutorial letters 101 and 301 at registration and 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 lecturer/s.

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 CMY1501 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 a Telecentre at www.unisa.ac.za/telecentres (also see section 5 in this regard), an internet café, library or post office where these facilities are readily available. It will be students' own responsibility to ensure that they are up to date with all the relevant announcements regarding CMY1501 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, offenders and criminal behaviour.

The curriculum for CMY1501 (module1) covers the following topics:

- Understanding the term “criminology”
- Giving an overview of the role of criminologists in South Africa
- Sketch the shifting parameters of crime
- Describing the juridical and nonjuridical approaches to the study of crime

2.2 Outcomes and assessment criteria

Theme 1: What is Criminology?

Demonstrate a comprehensive understanding of the theory and practice of criminology, especially in terms of crime, criminals and criminal behaviour.

ASSESSMENT CRITERIA

After you have completed this theme, you will be able to understand the following specific outcomes:

- Explain the various schools of criminological thought within the context of Africa and South Africa
- Understand the terms, rules, concepts and principles related to crime, criminals and criminal behaviour
- Demonstrate awareness of how criminology relates to cognate areas, such as the role of a criminologist, approaches to the study of crime and schools of criminological school of thought

Outcomes for Theme 2: Crime in South Africa

Students must be able to demonstrate logical understanding of and insight into the prevalence of crime in South Africa.

ASSESSMENT CRITERIA

- Sketch the reasons why crime is classified and why it is necessary to produce reliable information on crime
- Discuss official crime statistics
- Indicate the dropout of offenders as they move through the legal system
- Demonstrate the shortcomings in official statistics
- Give an overview of crime information according to unofficial sources
- Investigate victim surveys
- Argue the advantages and drawbacks of victim surveys
- Describe self-report studies
Outcomes for Theme 3: Individuals in the crime situation

Demonstrate the ability to construct a profile of the offender and to understand the needs and motives for criminal behaviour

**ASSESSMENT CRITERIA**

- Define the concept “criminal"
- Describe the general profile of the offender with regard to cultural and ethnic diversity, gender and age
- Give an overview of key concepts such as “needs”, “drives”, “motivation” and “emotion”
- Explain the motivation process
- Understand the different categories of needs
- Illustrate the different types of crime according to specific emotions

Outcomes for Theme 4: Explanation of criminal behaviour

Demonstrate a comprehensive understanding of crime causation and explanation

**ASSESSMENT CRITERIA**

- Understand the different dimensions of the causation of criminal behaviour.
- Describe the general and specific risk factors contributing to criminal behaviour
- Illustrate the application of crime theories in understanding criminal behaviour
- Use your knowledge about crime causation and explanation to solve well-defined problems presented scenarios.

3 LECTURER AND CONTACT DETAILS

3.1 Lecturer

Prof AE Hesselink
Brooklyn House G-52
Veale Street 337
Brooklyn
Telephone number 012 433 9484
E-mail address: hesselae@unisa.ac.za

Students are advised to make contact via e-mail so that a record of the communication can be retained.

PLEASE NOTE: Letters to lecturers may not be enclosed with or inserted with the same envelopes as assignments.

3.2 Department

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

Departmental Secretary: Ms. Z. Skhosana – skhoszp@unisa.ac.za (012 429 9434)
Administrator: Ms. J. Motha – maponjm@unisa.ac.za (012 433 9475)
3.3 University

Communication with 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 the study material.

This brochure contains information on how to contact the university (e.g. to whom you write for different queries, important telephone and fax numbers, addresses and details of the times certain facilities are open).

Always have your student number at hand when you contact the university.

4 RESOURCES

4.1 Prescribed books

There is no prescribed textbook for module CMY1501. This means that you do not have to buy any additional books for CMY1501. You need only study your study guide and tutorial letters.

4.2 Recommended books

There are no recommended books for this module.

4.3 Electronic Reserves (e-Reserves)

There are no electronic reserves for 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 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.
Once you are for a qualifying module, you will (where applicable) 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 repeatedly fail. These modules are allocated face-to-face tutors and tutorials that will 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

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 cost 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 Study @ Unisa brochure.

For information on the various support systems and services available at Unisa (including student counselling, tutorial classes and language support), please consult the publication Study @ Unisa which you received with your study material.

CONTACT WITH FELLOW STUDENTS

Study groups

It is advisable to form study groups and to have contact with fellow students. The addresses of students in your neighbourhood are obtainable from:

Directorate Student Administration and Registration
P.O. Box 392
Unisa
0003

myUnisa

If you have access to a computer that is linked to the internet, you can quickly access resources and information at the university. The myUnisa learning management system is Unisa’s online campus that will help you to communicate with your lecturers, with other students and with the administrative departments of Unisa all through the computer and the internet.
To go to the myUnisa website, start at the main Unisa website: http://www.unisa.ac.za, and then click on the “Login to myUnisa” link on the right-hand side of the screen. This should take you to the myUnisa website. You can also go there directly by typing in http://my.unisa.ac.za.

Please consult the publication: Study @ Unisa which you received with your study material for more information on myUnisa.

**Tutorials**

You will be advised in a separate tutorial letter.

**Video group discussion**

You will be advised in a separate tutorial letter.

6 **STUDY PLAN**

Use the Study @ Unisa brochure for general time management and planning skills.

**Inventory letter**

At the time of registration, you will receive an inventory letter that will tell you what you have received in your study package and also show items that are still outstanding. Also see the booklet entitled Study @ Unisa.

Check the tutorial material you received against the inventory letter. You should have received all the items specified in the inventory, unless there is a statement like "out of stock" or "not available". If any of the items is missing, follow the instructions on the back of the inventory without delay.

**STUDY MATERIAL**

The study material for this module consists of the following:

- One study guide
- Tutorial letters 101 and 301 at registration and others later

**A study guide**

In your study guide you will find a number of activities with each study unit. You will also find feedback or answers to all activities at the back of the study guide. The activities form an extremely important part of the module. In the activities you must prove your ability to deal with the subject matter. Thus, it is very important to do these activities as you work through each study unit and assess your answers by using the feedback.

Please do not submit these activities to us for marking. If you have any difficulties with any of the activities, please contact us.

At the beginning of the study guide you will find detailed instructions on how to use the study guide.

**Tutorial letters**

Tutorial letter 101 is an extremely important tutorial letter. It contains very important information regarding the University and the module, as well as all the assignments for this module. You should therefore study Tutorial Letter 101/2018, very carefully.
Apart from Tutorial letter 101 and Tutorial letter 301, you will also receive other tutorial letters during the semester. These tutorial letters will not necessarily be available at the time of your registration. Tutorial letters will be dispatched to you as soon as they are available or needed. If you have access to the Internet, you can view the study guides and tutorial letters for the modules for which you are registered on the University’s online campus, myUnisa, at http://my.unisa.unisa.ac.za

How do I study the study material?

In order to answer the questions posed in the assignments and the activities in the study guide satisfactorily, you should carefully work through the prescribed study material.

7  PRACTICAL WORK AND WORK-INTEGRATED LEARNING

There are no practicals for this module.

8  ASSESSMENT

8.1 Assessment plan

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.

Both assignments (01 and 02) are compulsory. **You must submit both.** The year mark is based on the 20 percent of the assignment marks (each assignment counts half – 10 percent – towards the year mark) which will be added to the examination mark (which counts 80 percent) 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.

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.

Comments on the **two compulsory assignments** will be sent to all students registered for this module in follow-up tutorial letters.

In terms of a decision of Senate and 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 proof that he or she “actively studied” before writing examination.

Proof of active study regarding registered students must be submitted by the University to the Department of Education before a specific date, and consequently **no extension of submission dates for the assignments is possible.**

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.
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 (e.g. 205207) should also appear on the cover docket of your assignment.

First semester

Assignment 01: Unique number: 892967
Assignment 02: Unique number: 718800

Second semester

Assignment 01: Unique number: 805238
Assignment 02: Unique number: 806486

8.2.2 Due dates for assignments

First semester

Closing date for assignment 01 is: 5 March 2018
Closing date for assignment 02 is: 6 April 2018

Second semester

Closing date for assignment 01 is: 17 August 2018
Closing date for assignment 02 is: 20 September 2018

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 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 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

You will receive the correct answers to multiple questions automatically. However, comments on compulsory assignments will be sent 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, 202, and so on.

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.

As stated above - please note that students will 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.

**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
5. all of the above-mentioned options

The components of a multiple-choice question consist of -

**Problem statement or question**

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

**Distracters**

5. all of the above-mentioned options

**Alternatives**

Correct answer → □
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 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.

Which of the following objectives of punishment is/are designed to prevent crime?

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 01
ASSIGNMENT 01

MULTIPLE-CHOICE QUESTIONS - COMPULSORY

CLOSING DATE: 5 MARCH 2018
UNIQUE NUMBER: 892967

CHOOSE THE MOST CORRECT ANSWER

1. Human beings are studied in terms of a biological, psychological and social dimension. The psychological dimension includes the:

   (1) Genetic make-up, ability to function and the affective component.
   (2) Ability to function and the cognitive and volitional components.
   (3) Cognitive, emotional or affective component and the volitional component.
   (4) Affective component, genetic make-up and ability to function.

2. Which school of criminology challenges the notion of an absolute free will and argues that free will is inhibited by incompetence, mental disorder or pathology?

   (1) Classical school.
   (2) Neo-classical school.
   (3) Positivism school.
   (4) Critical school.

3. When explaining crime it is evident that many causes of poor self-control are rooted in …

   (1) poor socialising practices.
   (2) cognitive deficiencies.
   (3) poor child-rearing practices.
   (4) hereditary factors.

4. This theory is based on a hierarchy of needs ranging from basic physiological needs to the need for self-actualisation or fulfilment.

   (1) Trait theory.
   (2) Maslow’s theory.
   (3) Social learning theory.
   (4) Control-balance theory.

5. The code of crime list is used for the classification of crime in South Africa and it consists of …

   (1) 38 categories.
   (2) 26 categories.
   (3) 42 categories.
   (4) 35 categories.
6. Factors specifically associated with criminal activities, such as crime, offending and delinquency refer to:

(1) Personality traits.
(2) Emotional deficiencies.
(3) Criminogenic risk factors.
(4) Environmental influences.

7. Needs generate wants, desires and aspirations, which motivate behaviour. In this regard, Reeve (2009) distinguishes between …

(1) psychosocial, biological, and social needs.
(2) social, biological and psychological needs.
(3) biological, psychosocial and internal stimuli needs.
(4) psychological, internal stimuli and biological needs.

8. Determinism is an assumption of positivism that believes that:

(1) Individual differences in behaviour are rooted in factors beyond, or at least not entirely within, the control of individuals.
(2) Individuals select actions and can be held responsible for their actions.
(3) Individuals are not entirely in control of their actions, however they can be held responsible for their behaviour.
(4) Individuals are not entirely in control of their actions and they weigh the benefits and consequences of their actions before making decisions.

9. In both national and international law, the definition of a juvenile is directly or indirectly linked to age. The Correctional Services Act 8 of 1959 refers to a juvenile as a person under the age of:

(1) 18 years.
(2) 16 years.
(3) 25 years.
(4) 21 years.

10. Gottfredson and Hirschi argue in their general theory of crime that indicators of …, … and … play vital roles in the determination of antisocial and criminal behaviour.

(1) impulsiveness, poor self-control, inadequate child rearing practices
(2) criminal peer associations, substance abuse, impulsiveness
(3) mental disorders, inadequate child rearing practices, poor self-control
(4) criminal peer associations, mental disorders, impulsiveness

11. Rape within a domestic environment is often not reported to the police because:

(1) The victim fears police involvement.
(2) The rape is handled within the family environment.
(3) The victims are financially or otherwise dependent on the perpetrators.
(4) Rape is viewed as a victimless crime.

12. The … theory is a branch of the social structure theories that focuses on the breakdown of institutions such as the school, church, family and employment in inner-city neighbourhoods.

(1) anomie
(2) social disorganisation
(3) social process
(4) social organisation
13. … is the causative factor or impetus that drives an action to bring about a definite result.

(1) A motive
(2) An intent
(3) An impulse
(4) Self-control

14. When a person commits a wrongful act it is connected to his/her culpable frame of mind. In this regard, deliberate intent and negligence are known as:

(1) Two forms of guilt.
(2) Two forms of remorse.
(3) Two forms of justification for actions.
(4) Two forms of crime explanation.

15. Which group of violent offenders are usually acquainted with their victims by being close friends, schoolmates, and relatives and they also have a history of prior offences?

(1) Situationally violent offenders.
(2) Pathologically violent offenders.
(3) Criminally violent offenders.
(4) Culturally violent offenders.

16. The … model highlights the importance of individual rights and reinforces the belief that it is better to let several criminals go free than to falsely incarcerate innocent people.

(1) classical criminology
(2) due process
(3) crime control
(4) rational thought

17. Responsible thinking and actions versus distorted thinking patterns relate to … components of social cognition associated with criminality.

(1) problem solving
(2) self-control and impulsiveness
(3) moral reasoning
(4) the mind-set of offenders

18. Poor socialisation can be a risk factor for criminal involvement. Agents of socialisation include:

(1) Alcohol and drug abuse.
(2) Mass media and family.
(3) Low self-control and the school.
(4) Peers and personality factors.

19. The big breakthrough for positivistic criminology came with …

(1) Lombrosso.
(2) Bentham.
(3) Beccaria.
(4) Quetelet.
20. According to the social cognition components, there is a clear link between impulsiveness and ... when determining causes of criminal behaviour.

   (1) negative peer association
   (2) lack of self-control
   (3) dysfunctional family
   (4) poor parental control

21. According to the … … all persons who engage in crime have the same motivations and crime is linked to a lack of self-control.

   (1) general theory of crime
   (2) rational choice theory
   (3) differential association theory
   (4) social learning theory

22. The notion that the government should be “of the people, by the people, and for the people” is derived from:

   (1) Postmodernism.
   (2) Critical criminology.
   (3) Feministic criminology.
   (4) Classical criminology.

23. … believed that criminals can be distinguished according to certain physical characteristics and that they are “born” criminals.

   (1) Lombrosso
   (2) Quetelet
   (3) Beccaria
   (4) Mayhew

24. Criminal justice in South Africa was greatly influenced by … law and … law.

   (1) American, African
   (2) Roman Dutch, English
   (3) African, Australian
   (4) African, English

25. Robbery with aggravating circumstances falls under the crime category of:

   (1) Crimes falling under robbery with aggravating circumstances.
   (2) Crimes of violence.
   (3) Social fabric crimes.
   (4) Crimes heavily dependent on police action for tracing.
MULTIPLE-CHOICE QUESTIONS - COMPULSORY

CLOSING DATE: 6 APRIL 2018

UNIQUE NUMBER: 718800

CHOOSE THE MOST CORRECT ANSWER

1. Beliefs, expectations and one’s self-concept refer to:
   (1) Emotions.
   (2) Motivation.
   (3) Self-control.
   (4) Cognitions.

2. The number of unreported crimes that are not reflected in official statistics refers to:
   (1) The classification of crimes.
   (2) Unofficial crime statistics.
   (3) Sub-category of crime statistics.
   (4) Dark figure of crime.

3. Name the theory that attempts to account for the acquisition and maintenance of criminal behaviour in terms of association and contact with specific social groups or environments.
   (1) Rational choice theory.
   (2) Trait theory.
   (3) General theory of crime.
   (4) Differential association theory.

4. … and … factors lead to particular traits such as low empathy or impulsiveness that increase the probability of criminal behaviour.
   (1) Individual, physical
   (2) Physical, biological
   (3) Genetic, heredity
   (4) Biological, personal
5. The common characteristics of crime according to the general theory of crime include:

   (1) immediate gratification of needs and desires and the consequences of crime for the victim are pain and discomfort.
   (2) well-planned crime to satisfy explicitly long-term needs and desires and the consequences of crime are little detection and successful intervention of the criminal justice system.
   (3) well-planned crime to satisfy explicitly long-term needs and desires and the consequences of crime are linked to revenge and retaliation to compensate for inadequate living standards and economic instability.
   (4) impulsive behaviour result in crime to satisfy explicitly long-term needs and desires and the consequences of crime are linked to revenge and retaliation to compensate for inadequate living standards and economic instability.

6. … refers to the pleasure-pain principle, the underlying idea is that punishment should not outweigh any pleasure derived from criminal behaviour.

   (1) Positivism
   (2) Classical criminology
   (3) Critical criminology
   (4) Rational choice

7. Which race has the lowest violent crime rates?

   (1) White.
   (2) Asian.
   (3) Black.
   (4) Coloured.

8. According to the … theory, the main weakness of malestream criminological theory is the failure to understand the important significance of gender and sex roles.

   (1) Rational choice
   (2) Positivism
   (3) Feminist
   (4) Differential association

9. According to … punishment should be swift and certain and should follow closely after the commission of a crime.

   (1) Positivism
   (2) Classical criminology
   (3) Critical criminology
   (4) Postmodernism

10. Rapid urbanisation, inadequate welfare services, and high levels of unemployment are …

    (1) a result of political corruption and normlessness in South Africa.
    (2) general factors contributing to crime in South Africa.
    (3) factors that contribute to vigilantism and normlessness in South Africa.
    (4) factors that result in marginalisation and xenophobia in South Africa.
11. Inadequate nutrition, exposure to smoking, alcohol and drugs refer to … risk factors associated with crime.

(1) prenatal and perinatal familial
(2) deprivation and abuse familial
(3) family structure
(4) family functioning

12. The degree to which individuals perceive their behaviour to be under their own control or for instance under people in a position of authority refers to:

(1) Empathy.
(2) Intent.
(3) Locus of control.
(4) Problem solving.

13. The word … refers to knowledge and indicates knowledge of a particular discipline that has been systematically collected.

(1) science
(2) interpretation
(3) analysis
(4) explanation

14. Moral reasoning, the mind-set of offenders and self-control and impulsiveness are components of:

(1) Social cognition associated with crime.
(2) Biological factors associated with crime.
(3) Social learning aspects associated with crime.
(4) Environmental influences associated with crime.

15. External events are …. incentives that have the capacity to energise and direct behaviour criminal behaviour.

(1) emotional
(2) cognitive
(3) social
(4) environmental

16. Children not only model the behaviour form other people, such as their parents, but also what they are exposed to in the media. This principle resorts under the:

(1) Social learning approach.
(2) Psychological approach
(3) Biological approach.
(4) Social structure approach.
17. Theories should be forward looking telling researchers where they should find new facts. This principle refers to:

(1) Falsifiability.
(2) Evidence of validity.
(3) Predictability.
(4) Plausibility.

18. Processes of conceptualising, organising and synthesising the self and the external world are linked to …

(1) Motivation.
(2) Cognitive components.
(3) Intent.
(4) Self-control.

19. Which level of Kohlberg’s theory is the following referring to: The world is viewed as holding different opinions, values and rights?

(1) Conventional level, stage three.
(2) Conventional level, stage four.
(3) Conventional level, stage six.
(4) Conventional level, stage five.

20. With regards to the individual risk factors associated with crime, the use of … is believed to have a closer link with crime and criminality than most other drugs.

(1) cocaine
(2) heroine
(3) alcohol
(4) Tik

21. The classical doctrine produced two contrasting models of the criminal justice system that are almost the equivalent of two conflicting political ideologies, namely … and …

(1) rational thought, positivism.
(2) positivism, conservatism.
(3) conservatism, rational thought.
(4) liberalism, conservatism.

22. The scientific study of crime began with … and … in Europe during the 1830s and 1840s.

(1) Quetelet and Guerry
(2) Bentham and Beccaria
(3) Gottfredson and Hirschi
(4) Walsh and Williams

23. The study of crime victims or victims of deviant behaviour, their experiences and perceptions refer to:

(1) The criminologist’s role in studying crime.
(2) Victimology.
(3) Crime theories.
(4) Crime prevention.
24. The crime of ordinary assault resorts under:

   (1) Social fabric crimes.
   (2) Crimes of violence.
   (3) Crimes heavily dependent on police action for tracing.
   (4) Person-related violent crimes.

25. According the general theory of crime, the common characteristics of crime include:

   (1) Immediate gratification of needs or desires, excitement, and no long-term consequences.
   (2) Little pain and discomfort, immediate gratification of needs or desires and excitement.
   (3) Excitement, no long-term consequences and little pain and discomfort.
   (4) Few long-term consequences, excitement and immediate gratification of needs and desires.
MULTIPLE-CHOICE QUESTIONS - COMPULSORY

CLOSING DATE: 17 AUGUST 2018

UNIQUE NUMBER: 805238

CHOOSE THE MOST CORRECT ANSWER

1. … can be defined as an inner drive that causes a person to act and is associated with internal psychological processes of desire that become a compelling force in a person’s life.
   (1) A need
   (2) Cognitions
   (3) A motive
   (4) Intent

2. It is important to classify crime because:
   (1) We need to systemise information in order to know what type of crimes there are.
   (2) We need to allocate police resources to areas where the most crime occur.
   (3) We need to systemise information to allocate police resources to specific areas.
   (4) We need to focus on the prevention of crimes and the rehabilitation of offenders.

3. Criminal risk factors associated with genetics include:
   (1) Personality, IQ, temperament and social factors.
   (2) Social influences, personality and mental disorders.
   (3) IQ, personality, and environmental factors.
   (4) Temperament, physiological disorders and personality.

4. Crime provides excitement, it does not require much skill or planning, and the real problem associated with crime is a lack of self-control. This statement refers to the:
   (1) general theory of crime.
   (2) rational choice theory.
   (3) differential association theory.
   (4) feminist theory.

5. Racial differences in crime may be linked to frustration over perceived …
   (1) social class, economic disparity and racism.
   (2) discrimination, economic disparity and racism.
   (3) poverty, unemployment and racism.
   (4) unemployment, social class and discrimination.
6. … involves directed aims or goals and conscious deliberation and purposefulness.
   (1) An impulse
   (2) Intent
   (3) A motive
   (4) A need

7. People are: a) not wholly responsible for their own actions, b) are driven to crime by forces out of their control, and c) offenders should rather be treated than punished by the law. These principles refer to:
   (1) Classical criminology
   (2) Critical criminology
   (3) Positivism
   (4) Rational choice

8. Self-report items or surveys aim to measure:
   (1) Trends, patterns, behaviour and personal characteristics.
   (2) Attitudes, values, personal characteristics and behaviours.
   (3) Behaviours, values, trends and patterns.
   (4) Attitudes, personal characteristics, and trends.

9. Which approach’s focus points include social structure, the organisation of a community, and the disadvantaged economic class position?
   (1) Postmodernism.
   (2) Social process approach.
   (3) Classical criminology.
   (4) Social structure approach.

10. The crime control model stems from the …
    (1) due process model.
    (2) conservative ideology.
    (3) liberal ideology.
    (4) social process model.

11. Granting bail too readily to persons accused of crime resorts under … as a general factor that contributes to crime in South Africa.
    (1) large-scale amnesty
    (2) problems with prison sentences
    (3) emphasis on human/individual rights
    (4) problems with the criminal justice system

12. …. include the reasons and explanation for the causes and the occurrence of criminal, deviant or abnormal behaviour.
    (1) Correctional rehabilitation programmes
    (2) Cognitive therapy
    (3) Criminal justice intervention
    (4) Crime theories
13. The elements of a theory must fit together and not contradict each other. This principle refers to:

(1) Falsifiability.
(2) Plausibility.
(3) Evidence of validity.
(4) Predictability.

14. Theorists of the classical school were philosophers as opposed to theorists of the positivist school who were …

(1) scientists.
(2) philosophers.
(3) idealists.
(4) optimists.

15. Finding alternative identities, feelings of rejection, inferior education and gang involvement are factors linked to … as a specific factor that contributes to crime in South Africa.

(1) youth marginalisation
(2) political culture, violence and crime
(3) poverty, unemployment and relative deprivation
(4) crime and economic development

16. When some offenders face a frustrating situation like not being able to find employment, they may feel angry, frustrated, stressed and rejected. These feelings may turn them to crime and from this it is clear that there is a close link between motivation and …

(1) socialisation.
(2) intent.
(3) peer influence.
(4) emotion.

17. … believes that during the Renaissance period a social contract emerged, that a social movement swept away old feudal customs and institutions, which in turn led to improvements in intellectual movements.

(1) Classical criminology
(2) Positivism
(3) Postmodernism
(4) Feministic criminology

18. … is a general factor that contributes to the crime in South Africa, has become a feasible source of income and it contribute to the increase of violence.

(1) Substance abuse (alcohol and drug abuse)
(2) Social transformation
(3) Poor firearms control
(4) Human trafficking
19. Preferences created by previous experience and the process to gather information from the environment refers to:

(1) Systematic observations.
(2) Plausibility.
(3) Evidence of validity.
(4) Predictability.

20. According to … tenets such as: a) making laws against crime, b) that most people think about breaking the law, c) reaction to lawbreaking, and d) to focus on the causes of crime, are directly linked to the definition of criminology.

(1) Toppinard
(2) Walsh
(3) Beccaria
(4) Sutherland

21. The breaking down of the old order that results in social control and anomie refers to … a general factor contributing to crime in South Africa.

(1) high levels of unemployment
(2) rapid migration
(3) inadequate welfare services
(4) social transformation in general

22. The … challenges the notion of absolute free will and states that free will can be inhibited by incompetence and mental disorder.

(1) neo-classical school
(2) classical criminology approach
(3) social process approach
(4) social structure approach

23. Rape is a crime classified under:

(1) Crimes of violence.
(2) Social fabric crimes.
(3) Crimes heavily dependent on police action or tracing.
(4) Crimes falling under person-related violence.

24. … refers to illegal acts that capitalise on a person’s status in the marketplace and involve acts such as market manipulation, false advertising and restraint of trade.

(1) White-collar crime
(2) Narcotic-related crime
(3) Intimidation
(4) Manipilation

25. … are biological reactions and energy-mobilising responses that prepare the body to adapt to the situation the person is confronted with.

(1) Cognitions
(2) Emotions
(3) Needs
(4) Motivations
MULTIPLE-CHOICE QUESTIONS - COMPULSORY

CLOSING DATE: 20 SEPTEMBER 2018

UNIQUE NUMBER: 806486

CHOOSE THE MOST CORRECT ANSWER

1. ... is established early in childhood, is not learned behaviour, however, it is the outcome that occurs in the absence of adequate socialisation.
   (1) Empathy
   (2) Motivation
   (3) Self-control
   (4) Intent

2. With regards to crime classification, drug abuse is classified as:
   (1) The moral order or as a victimless crime.
   (2) A person-related and victimless crime.
   (3) A crime of violence that is linked to the destruction of the moral fibre of society.
   (4) Property-related crime that is also viewed as a victimless crime.

3. Factors inside the individual such as needs, desires and interests that activate and direct behaviour toward a particular goal and need refer to:
   (1) Internal motives.
   (2) Emotions.
   (3) Cognitions.
   (4) Motivations.

4. Which body type is aggressive, has strength and speed and is likely to commit violent crime?
   (1) Endomorph.
   (2) Mesomorph.
   (3) Ectomorph.
   (4) Isomorph.

5. The term ‘criminology’ was first used by the French sociologist...
   (1) Lombrosso.
   (2) Toppinard.
   (3) Quetelet.
   (4) Beccaria.
6. Criminal behaviour is seen as a function of people’s interactions with various organisations, institutions and processes in society. This view coincides with:

(1) Social structure approach.
(2) Postmodernism.
(3) Social process approach.
(4) Positivism.

7. Alternative forms of punishment is a worldwide trend, which is also followed in South Africa with the aim to reduce overcrowded prisons. This statement refers to … as a general factor that contributes to crime in South Africa?

(1) emphasis on human/individual rights
(2) problems with the criminal justice system
(3) problems with prison sentences
(4) poor credibility of the courts

8. Which criminal justice system model is based on the principle that the criminal justice process is beset with human error?

(1) Due process model.
(2) Rational choice model.
(3) Crime control model.
(4) Neo-classical model.

9. Cognitive sources of motivation include:

(1) Emotions, plans, expectancies and needs.
(2) Self-concept, goals and needs.
(3) Plans, goals and needs.
(4) Self-concept, expectancies and goals.

10. The forerunners of classical criminology are:

(1) Gottfredson and Hirschi.
(2) Einstadter and Henry.
(3) Walsh and Locke.
(4) Bentham and Beccaria.

11. Young people between the ages of 12 and 19 are twice as likely to become victims or perpetrators of violent crime. This statement relates to … as a contributing factor to crime in South Africa.

(1) the population structure
(2) rapid urbanisation
(3) rapid migration from rural to urban areas
(4) high levels of unemployment
12. The crime figures and statistics provided by the courts and the Department of Correctional Services are considerably lower than the SAPS’s statistics because:

(1) They make use of different crime categories.
(2) Different methods are used to collect crime statistics.
(3) Different methods are used to analyse and interpret crime.
(4) They refer to crimes where the offender was prosecuted or where imprisonment was imposed.

13. … include emotional distress, and the inability to cope with adverse environmental situations.

(1) Poor socialisation and personality risk factors.
(2) Physiological and mental disorders as risk factors.
(3) Familial risk factors associated with criminal causation.
(4) Personality and family risk factors associated with criminal causation.

14. During the late 19th century … resulted from interest in physical and natural science which initiated a scientific revolution in criminology.

(1) Neo-classical criminology
(2) Classical criminology
(3) Postmodernism criminology
(4) Positivistic criminology

15. Lifestyle and contextual factors are linked to … as a specific factor that contributes to crime in South Africa.

(1) inadequate welfare services
(2) inadequate support for victims of crime
(3) socio-psychological factors
(4) gender inequality

16. … contributed to crime in South Africa has led to a shortage of housing, large informal settlements, inadequate services, and an increase in unemployment.

(1) Rapid urbanisation
(2) Rapid migration from rural to urban areas
(3) Political factors
(4) Inadequate welfare services

17. Conflict, violence and intolerance in Kwa-Zulu Natal refer to …. that contribute to crime in South Africa.

(1) the South African Police
(2) problems with the criminal justice system
(3) political factors
(4) population structure

18. To provide simpleminded solutions to prevent crime and to refer to criminal violence as an alternative to political violence relate to … as a specific factor that contributes to crime in South Africa.

(1) political rivalry
(2) absence of national political consensus on crime issues
(3) problems with the criminal justice system
(4) social transformation
19. Tenets that the majority of citizens share common ideals, work together towards a common goal, and that criminal actions are in conflict with the rules of the majority refer to the:

(1) Consensus theory.
(2) Conflict theory.
(3) Structure theory.
(4) Process theory.

20. Regarding the application of a theory, theorists develop explanations that are precise although it can still be tested, and the essence of testing is to contradict the assumptions of the theory. This statement relates to:

(1) Predictability.
(2) Evidence of validity.
(3) Falsifiability.
(4) Plausibility.

21. This general factor that contributes to crime in South Africa relates to mass unemployment and a lack of a well-trained labour force.

(1) Inadequate welfare services.
(2) Rapid urbanisation.
(3) Rapid migration from rural to urban areas.
(4) Inadequate education and poor preparation for the labour market.

22. … is celebrated as the father of American criminology.

(1) Sutherland
(2) Toppinard
(3) Beccaria
(4) Walsh

23. In children, frustration associated with poor verbal abilities, and the inability to manipulate abstract concepts and to foresee the consequences of their behaviour relate to:

(1) Intelligence as indicator of criminal causation.
(2) Low self-control as indicator of crime causation.
(3) Temperament and personality as indicators of crime causation.
(4) Personality and low self-control as indicators of crime causation.

24. Vehicle and truck hijacking are crimes that resort under …

(1) social fabric crimes.
(2) crimes heavily dependent on police action.
(3) crimes of violence.
(4) crimes falling under robbery with aggravating circumstances.

25. …. indicates the desire that a specific result will follow from a particular action.

(1) Intent
(2) Impulse
(3) Motive
(4) Cognition
9 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.

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 the 20 percent of the assignment marks (each assignment counts half – 10 percent – towards the year mark) which will be added to the examination mark 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.

To your examination mark out of 50 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.

Certain examination papers may be made available to students - please check the 'official study material' tab on myUnisa. You may, however, accept that the self-evaluation questions and activities in the study guide will to some extent 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 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.

11 FREQUENTLY ASKED QUESTIONS

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

12 IN CLOSING

Please do not hesitate to contact me should you need further academic assistance. Please note that MCQ assignments are not processed in any way by your lecturer. All queries about assignment receipt, marks, examination admission, deferment, sick exams, registration etc. must be directed to the relevant Department/Section/Directorate personally.

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

Prof AE Hesselink