NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CRIMINOLOGY

NQF Level 2

October 2007

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

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

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

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1   ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

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

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

The principles that drive these objectives are:

- **Integration**

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

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

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

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

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

- **Participation**

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

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

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

- **Articulation**

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

- **Recognition of Prior Learning**

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

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

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

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

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

2   ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

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

2.1   Internal continuous assessment (ICASS)

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

2.2   External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of ESASS is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The ISAT is the most significant test of students' ability to apply their acquired knowledge.

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

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

3   MODERATION OF ASSESSMENT

3.1   Internal moderation

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

3.2   External moderation

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

The external moderator:

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

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

4   PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5   ASSESSOR REQUIREMENTS

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

6   TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the SKVAs that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

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

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10   TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11   SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12   COMPETENCE DESCRIPTIONS

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

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN CRIMINOLOGY

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

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

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

The college must standardise these documents.

The student's PoE must include at least:

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

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

The following units guide internal assessment in Criminology Level 2:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	One or more completed topics
1	Internal written exam	All completed topics
3	Practical assessments	Must cover the related Subject Outcomes

ASSESSMENT OF CRIMINOLOGY

LEVEL 2

3   INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CRIMINOLOGY – LEVEL 2

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

SUBJECT OUTCOME	
1.1 Discuss the key concepts in criminology	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Criteria to explain criminology as a science are indicated by the students. • Criminology is described using internationally accepted standards. • The juridical and non-juridical approaches to crime, offender and victimisation are described. • The fluctuating parameters of crime are described using specific examples	• Explain the concept science • Define the terms criminology, crime, offender, victimology and victim • Analyse crime as a social construct • Indicate the fluctuating parameters of crime
ASSESSMENT TASKS OR ACTIVITIES	
• Case Study (e.g. newspaper report): Students must identify the offender, crime and victim. • Death penalty research and debate: Discuss the death penalty and its fluctuating parameters as a social construct (death penalty in history and today: types of execution, for which transgressions given. Which countries still apply the death penalty?) • Indicate how criminal laws can vary in a country from time to time by discussing SA laws to regulate apartheid pre 1994 and post 1994.	

SUBJECT OUTCOME	
1.2 Explain the origin and development of criminology	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The origin and development of criminology and victimology internationally is discussed. • The development of criminology in Africa and South Africa is explained. • The models, strategies and programmes to reduce or prevent crime and victimisation are described by the students.	• Discuss the origin and development of criminology and victimology internationally • Explain the development of criminology in Africa and South Africa • Describe models, strategies and programmes to reduce or prevent crime and victimisation
ASSESSMENT TASKS OR ACTIVITIES	
• Students fill in a worksheet based on the origin and development of criminology. • Identify suitable programmes to deal with specific crimes identified by the students.	

SUBJECT OUTCOME	
1.3 Describe the different organs of state involved in the administration of justice and their functions	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The different organs of state involved in the administration of justice are identified. *Range: SAPS, Courts of Law, Dept Correctional Services* • The roles and functions of the South African Police Service are explained. • The roles and /functions of the Courts of Law are explained. • The Department of Correctional Services and its functions are described.	• Identify the different organs of state involved in the administration of justice *Range: SAPS, Courts of Law, Dept Correctional Services* • Explain the roles and functions of the South African Police Service • Explain the roles and functions of the Courts of Law • Describe the Department of Correctional Services and its functions

ASSESSMENT TASKS OR ACTIVITIES
• Students visit one of the institutions (e.g. a police station or correctional facility) and collect information: how do they function; problems they experience at that institution. • Students follow up on one of the functions, e.g. at police station: procedure in rape cases at correctional facility: how is rehabilitation assisted.

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

SUBJECT OUTCOME	
2.1 Explain the contribution of criminology within society	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The criminologist's function to study and explain crime and victimisation is explained. • The criminologist's role to develop and implement policies is discussed. • The criminologist's function is analysed in terms of the implementation and evaluation of the effectiveness of strategies to reduce or prevent crime and victimisation • The ways in which the criminologist can contribute to sustainable social and economic development is indicated.	• Explain the criminologist's function to study and explain crime and victimisation • Discuss the criminologist's role to develop and implement policies • Analyse the criminologist's function to implement and evaluate the effectiveness of strategies to reduce or prevent crime and victimisation • Indicate how the criminologist can contribute to sustainable social and economic development
ASSESSMENT TASKS OR ACTIVITIES	
• Students must interact in a Junior Parliament setting to discuss the criminologist's role to develop and implement policies to reduce or prevent crime and victimisation. • Students must debate techniques to evaluate the effectiveness of a specific strategy (identified by the class) to reduce or prevent crime and victimisation.	

SUBJECT OUTCOME	
2.2 Describe the role and function of the criminologist within the criminal justice system	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The contribution of the criminologist towards safety and security is described. *Range: South African Police Service and security sector* • The role and function of the criminologist is appraised with respect to the courts of law. *Range: Pre-train phase, diversion, pre-sentence reports, victim impact statements, restorative justice processes* • The contribution of the criminologist towards corrections is explained. *Range: Post trial offender management and risk assessment, treatment plans for offenders, facilitation of release preparation and parole boards*	• Describe the contribution of the criminologist towards safety and security *Range: South African Police Service and security sector* • Appraise the role and function of the criminologist with respect to the courts of law *Range: Pre-train phase, diversion, pre-sentence reports, victim impact statements, restorative justice processes* • Explain the contribution of the criminologist towards corrections. *Range: Post trial offender management and risk assessment, treatment plans for offenders, facilitation of release preparation and parole boards*
ASSESSMENT TASKS OR ACTIVITIES	
• Students visit one of the criminal justice system (CJS) institutions. They draw up a list indicating where and in which manner the criminologist plays a role. • Students use newspaper reports to determine where and in which manner the criminologist plays a role in terms of crime related issues.	

SUBJECT OUTCOME
2.3 Explain the ethical responsibilities of the criminologist within society and the criminal justice system

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The ethical duty of the criminologist towards the community is discussed. • Basic crimino-ethical requirements when collecting crime or victimisation information are explained. • Basic crimino-ethical responsibilities when making policy and treatment recommendations are analysed. • The crimino-ethical responsibilities of the criminologists within the criminal justice System are analysed.	• Discuss the ethical duty of the criminologist towards the community • Explain basic crimino-ethical requirements when collecting crime or victimisation information • Analyse basic crimino-ethical responsibilities when making policy and treatment recommendations • Analyse the crimino-ethical responsibilities of the criminologists within the criminal justice system

ASSESSMENT TASKS OR ACTIVITIES
• A crime statistic is compiled at the students' institution. Task 1: Compiling a questionnaire according to crimino-ethical requirements and principles. Task2: Students must give specific examples of unethical treatment recommendations.

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

SUBJECT OUTCOME
3.1 Explain what human rights entail

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The concept human rights is defined, incorporating what it entails to be human • Reasons for protection of fundamental human rights are indicated and their importance with reference to the individual, community and state • The manner in which the SA Constitution defines the rights and responsibilities of the individual in South Africa is examined. • Five fundamental human rights are specified as contained in the Bill of Rights in the SA Constitution with direct reference to victims and their corresponding responsibilities are indicated.	• Define the concept human rights, incorporating what it entails to be human • Indicate why protection of fundamental human rights is important with reference to the individual, community and state • Examine how the SA Constitution defines the rights and responsibilities of the individual in South Africa • Specify five fundamental human rights contained in the Bill of Rights in the SA Constitution with direct reference to victims and indicate their corresponding responsibilities

ASSESSMENT TASKS OR ACTIVITIES
• Assignment on human rights: Task 1: Compile a list of human rights regarding freedom of movement, safety, education and health care. Make a promotion poster/banner to display it. Task 2: Discuss the responsibilities of the individual in terms of these rights.

SUBJECT OUTCOME
3.2 Explain victims' rights and responsibilities in relation to the Bill of Human Rights and the SA Charter for Victims of Crime

ASSESSMENT STANDARDS	LEARNING OUTCOMES
- Victims' rights in relation to the protection of human rights are explained as outlined in the SA Charter for Victims of Crime - The responsibilities of criminal justice officials in upholding victims' rights are specified with reference to relevant policy and legislation. - A complaint mechanism is described, if victims' rights are not upheld, as outlined in the SA Charter for Victims of Crime. - Ways in which vulnerable groups can overcome obstacles in accessing the criminal justice system are assessed.	- Explain victims' rights in relation to the protection of human rights as outlined in the SA Charter for Victims of Crime - Specify the responsibilities of criminal justice officials in upholding victims' rights in with reference to relevant policy and legislation - Describe a complaint mechanism, if victims' rights are not upheld, as outlined in the SA Charter for Victims of Crime - Assess ways in which vulnerable groups can overcome obstacles in accessing the criminal justice system

ASSESSMENT TASKS OR ACTIVITIES
- Students visit a police station: a report is written on the treatment of rape victims at the station: does the station have a special room for rape victims, specially trained officers, etc.   - Students must debate whether it is fair for courts to allow the defence to question a victim's lifestyle prior to the offence.

SUBJECT OUTCOME
3.3 Analyse services for victims in the criminal justice system

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

ASSESSMENT TASKS OR ACTIVITIES
- Students must evaluate SA's witness protection programme.   - Hold a class debate to argue whether the SA criminal justice system currently does enough to keep victims and witnesses informed about progress in the case (students must collect information beforehand from NGOs providing services to crime victims).

SUBJECT OUTCOME
3.4 Explain offender rights and responsibilities in relation to human rights and the SA Constitution

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Offender rights are analysed with reference to the protection of human rights as outlined in the SA Constitution • The responsibilities of criminal justice officials in upholding offender rights are specified with reference to relevant policy and legislation • A complaint mechanism is described as outlined in relevant policy and legislation	• Analyse offender rights with reference to the protection of human rights as outlined in the SA Constitution • Specify the responsibilities of criminal justice officials in upholding offender rights with reference to relevant policy and legislation • Describe a complaint mechanism, if offender rights are not upheld, as outlined in relevant policy and legislation

ASSESSMENT TASKS OR ACTIVITIES
• If students have visited a prison: a list of complaints by prisoners is drawn up and a report written on the procedure to deal with complaints. • Students must critically debate the effectiveness of offender rights as set out in the SA Constitution by indicating advantages and shortcomings.

SUBJECT OUTCOME
3.5 Explain ecological rights and responsibilities in relation to human rights and the SA Constitution

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The protection of the environment as a basic human right is reviewed as outlined in the Bill of Rights in the SA Constitution • The reasons for protection of fundamental ecological rights are analysed with reference to the individual, community and state • The responsibilities of criminal justice officials in upholding ecological rights are described with reference to relevant policy and legislation.	• Review the protection of the environment as a basic human right as outlined in the Bill of Rights in the SA Constitution • Analyse why protection of fundamental ecological rights is important with reference to the individual, community and state • Describe the responsibilities of criminal justice officials in upholding ecological rights with reference to relevant policy and legislation

ASSESSMENT TASKS OR ACTIVITIES
Students draw up a list of instances where their rights regarding their environment are abused. Students discuss what contribution they and criminal justice officials can make in protecting the environment and/or ecology as a whole.

Topic 4: Risk factors contributing to crime

SUBJECT OUTCOME
4.1 Assess biophysical factors contributing to crime

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The contribution of negative aspects during the individual's growth and developmental phases towards crime is indicated. • The effect of biophysical defects on crime is indicated. • Biochemical disorders are analysed as crime risk factors. • Neurological disorders are explained as factors contributing to crime.	• Indicate how negative aspects during the individual's growth and developmental phases can contribute to crime • Indicate the effect of biophysical defects on crime • Analyse biochemical disorders as crime risk factors • Explain neurological disorders as factors contributing to crime.

ASSESSMENT TASKS OR ACTIVITIES
• Case study: biophysical factors as crime contributors are identified. • Debate the extent of neurological disorders as a crime risk factor.

SUBJECT OUTCOME	
4.2 Analyse personal or individual factors that can contribute to crime	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Stress is explained as a contributor to crime. • The effect of depression on crime is analysed. • The manner in which aggression can contribute to crime is indicated. • The effect of a poor self-concept is demonstrated as a contributor to crime.	• Explain stress as a contributor to crime • Analyse the effect of depression on crime • Indicate how aggression can contribute to crime • Demonstrate how a poor self-concept can contribute to crime.
ASSESSMENT TASKS OR ACTIVITIES	
• Interview with a person (parent, peer) who is experiencing one of these conditions. • Discuss road rage as a risk factor contributing to crime.	

SUBJECT OUTCOME	
4.3 identify and evaluate micro-social crime risk factors	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept micro-social factors is defined within the context of crime risk • The influence of different family structures is analysed as a contributor to crime • The role of parenting styles is indicated as a crime risk factor. • Family relationships and conflict are evaluated as crime risk factors. • The role of socio-economic factors in the family is discussed as contributor to crime.	• Define the concept micro-social factors within the context of crime risk • Analyse how different family structures can contribute to crime • Indicate the role of parenting styles as a crime risk factor • Evaluate family relationships and conflict as crime risk factors. • Discuss how socio-economic factors in the family can contribute to crime.
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment on discipline: students list different forms of discipline. Students debate on the effectiveness of certain forms of discipline or punishment • Debate whether socio-economic factors are a major crime risk factor by evaluating gender and crime as well as age and crime).	

SUBJECT OUTCOME	
4.4 Identify macro-social crime risk factors	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The concept macro-social factors is defined within the context of crime risk. • The relationship between peer group influences and crime is analysed. • Lifestyle patterns are evaluated as a crime risk factor. *Range: alcohol and other forms of substance abuse, routine activities, outgoing lifestyle, anti-social behaviour, socio-economic conditions* • The effect of the electronic media on criminal behaviour is appraised.	• Define the concept macro-social factors within the context of crime risk • Analyse the relationship between peer group influences and crime • Evaluate lifestyle patterns as a crime risk factor *Range: alcohol and other forms of substance abuse, routine activities, outgoing lifestyle, anti-social behaviour, socio-economic conditions* • Appraise the effect of the electronic media on criminal behaviour
ASSESSMENT TASKS OR ACTIVITIES	
• Students assess their home, environment, spare-time activities, and lifestyle in terms of crime risk factors. • Debate the effect of the electronic media on criminal behaviour by means of examples.	

Topic 5: Different techniques for measuring crime and victimisation

SUBJECT OUTCOME	
5.1 Explain the differences between official and non-official crime statistics	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The different sources of official crime statistics are analysed. • Different sources of non-official crime statistic are explained. • The value of different sources of crime statistics is indicated to determine crime trends and patterns	• Analyse the different sources of official crime statistics • Explain different sources of non-official crime statistics • Indicate the value of different sources of crime statistics to determine crime trends and patterns
ASSESSMENT TASKS OR ACTIVITIES	
Assignment on crime statistics: Students determine the different sources of crime statistics available in SA to determine crime trends and patterns.	

SUBJECT OUTCOME	
5.2 Discuss the limitations and shortcomings of crime statistics	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Problems regarding the recording of crime are analysed. • Problems regarding the reporting of crime are identified. • Individual and socio-economic factors that can influence the reporting of crime are explained.	• Analyse problems regarding the recording of crime • Identify problems regarding the reporting of crime • Explain individual and socio-economic factors that can influence the reporting of crime
ASSESSMENT TASKS OR ACTIVITIES	
• Assignment on crime statistics: students list and discuss the shortcomings of official and non-official crime statistics and how these relate to their own statistics.	

SUBJECT OUTCOME	
5.3 Assess the measuring of criminal victimisation	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• Techniques of measuring criminal victimisation are analysed. • The strengths of criminal victimisation measuring techniques are indicated. • The deficiencies of criminal victimisation measuring techniques are explained.	• Analyse techniques of measuring criminal victimisation • Indicate the strengths of criminal victimisation measuring techniques • Explain the deficiencies of criminal victimisation measuring techniques
ASSESSMENT TASKS OR ACTIVITIES	
• Students discuss the value of victim crime surveys as a measuring technique. • Hold a class debate to discuss the deficiencies of victim crime surveys.	

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

SUBJECT OUTCOME	
6.1 Explain crime reduction and/or prevention	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
- The concept crime reduction/prevention is defined. - The levels of crime reduction/prevention are indicated. *Range: primary, secondary, tertiary* - The importance of a multi-dimensional approach to crime reduction/prevention is explained. - The various crime reduction/prevention models are analysed. *Range: social model, limiting the opportunities for crime, community-based model, the biophysical model, models focusing on specific crimes, integrated models, the criminal justice model*	- Define the concept crime reduction or prevention - Indicate the levels of crime reduction or prevention *Range: primary, secondary, tertiary* - Explain the importance of a multi-dimensional approach to crime reduction/prevention - Analyse the various crime reduction/prevention models *Range: social model, limiting the opportunities for crime, community-based model, the biophysical model, models focusing on specific crimes, integrated models, the criminal justice model*
ASSESSMENT TASKS OR ACTIVITIES	
- Research what specific crime problems their institution is experiencing. - List different crime reduction programmes or strategies that form part of the social model.	

SUBJECT OUTCOME	
6.2 Identify the role-players involved in the reduction or prevention of crime	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
- The role of the family and care-givers in reducing or preventing crime is explained. - The role of government institutions in reducing or preventing crime is explained. *Range: Including but not only the SAPS, Courts, Corrections, Departments of Social Development and Education* - Community role-players that can contribute to the reduction or prevention of crime are identified. *Range: Community Policing Forums, businesses, security institutions, NGOs, faith based organisations*	- Explain the role of the family and care-givers in reducing or preventing crime - Explain the role of government institutions in reducing or preventing crime. *Range: Including but not only the SAPS, Courts, Corrections, Departments of Social Development and Education* - Identify community role-players that can contribute to the reduction or prevention of crime *Range: Community Policing Forums, businesses, security institutions, NGOs, faith based organisations*
ASSESSMENT TASKS OR ACTIVITIES	
- Students collect information on local Community Police Forums (who, how, what) - Research ways how the college can take steps to reduce or prevent crime.	

4   SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CRIMINOLOGY – LEVEL 2

4.1   Integrated summative assessment task (ISAT)

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

Two approaches to the ISAT may be as follows:

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

OR

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

The ISAT is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

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

4.2   National Examination

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

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%