NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

CRIMINOLOGY

NQF Level 4

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 internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2   External summative assessment (ESASS)

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

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

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

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

3   MODERATION OF ASSESSMENT

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

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

The external moderator:

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

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

4   PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5   ASSESSOR REQUIREMENTS

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

6   TYPES OF ASSESSMENT

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

6.1 Baseline assessment

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

6.2 Diagnostic assessment

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

6.3 Formative assessment

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

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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 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 skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

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

13 STRATEGIES FOR COLLECTING EVIDENCE

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

13.1 Record sheets

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

13.2 Checklists

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

SECTION C: ASSESSMENT IN CRIMINOLOGY

1 SCHEDULE OF ASSESSMENT

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

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

2 RECORDING AND REPORTING

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

Scale of Achievement for the Vocational component

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 tasks 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 4:

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 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN CRIMINOLOGY – LEVEL 4

Topic 1: Types of crime

SUBJECT OUTCOME	
1.1 Discuss violent crimes.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The nature of violent crimes is described. • Risk factors contributing to specific violent crimes are explained. • Appropriate strategies to reduce or prevent violent crimes are evaluated.	• Describe the nature of violent crimes. *Range; Murder, rape, assault, robbery, car hijacking, taxi violence.* • Explain risk factors contributing to specific violent crimes. • Evaluate appropriate strategies to reduce or prevent violent crimes.
ASSESSMENT TASKS OR ACTIVITIES	
• Students write a summary/essay on violent crimes. • Students discuss risk factors contributing to specific violent crimes.	

SUBJECT OUTCOME	
1.2 Analyse property crimes.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The nature of property crimes is described. *Range: Burglary, property theft, pick-pocketing, vehicle theft, vandalism, fraud.* • Risk factors contributing to property crimes are explained. • Strategies/programmes to reduce or prevent property crimes are evaluated.	• Describe the nature of property crimes. *Range: Burglary, property theft, pick pocketing, vehicle theft, vandalism, fraud.* • Explain risk factors contributing to property crimes. • Evaluate strategies/programmes to reduce or prevent property crimes.
ASSESSMENT TASKS OR ACTIVITIES	
• Students write a summary/essay on property crimes. • Students evaluate strategies to reduce or prevent a specific property crime	

SUBJECT OUTCOME	
1.3 Analyse organised crime.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
• The nature of organised crimes is described. *Range: Illegal trafficking (e.g. humans, endangered species, vehicles, weapons/arms, drugs, diamonds, faked goods, sex work).* • Risk factors contributing to organised crimes are explained. • Strategies/programmes to reduce or prevent organised crime are evaluated.	• Describe the nature of organised crimes. *Range: Illegal trafficking (e.g. humans, endangered species, vehicles, weapons/arms, drugs, diamonds, faked goods, sex work).* • Explain risk factors contributing to organised crimes. • Evaluate strategies/programmes to reduce or prevent organised crime.
ASSESSMENT TASKS OR ACTIVITIES	
• Students write a summary/essay on organized crimes. • Students analyse risk factors contributing to a specific type of organised crime.	

SUBJECT OUTCOME
1.4 Discuss youth anti-social behaviour.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The nature and extent of youth misconduct is described. *Range: Bullying, alcohol and other forms of substance abuse, gangs, pornography.* • Risk factors contributing to youth anti-social behaviour are explained. • Appropriate strategies/programmes to reduce or prevent juvenile anti-social behaviour are evaluated.	• Describe the nature and extent of youth misconduct. *Range: Bullying, alcohol and other forms of substance abuse, gangs, pornography.* • Explain risk factors contributing to youth anti-social behaviour. • Evaluate appropriate strategies/programmes to reduce or prevent juvenile anti-social behaviour.

ASSESSMENT TASKS OR ACTIVITIES
• Poster on drugs / alcohol abuse.   • Research on bullying at their school/ institution.   • Research on gang activities at their school/ institution (structure of gang, activities, etc.).

Topic 2: Types of victimisation

SUBJECT OUTCOME
2.1 Explain what is meant by primary and secondary victimisation.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The concepts primary and secondary victimisation and victim blaming are defined. • Different types of primary victimisation are identified. • An indication is given of how victims of hate crime are particularly prone to secondary victimisation. • Four examples of secondary victimisation are listed. • The benefits of victim profiling are assessed.	• Define the concepts primary and secondary victimisation and victim blaming. • Identify different types of primary victimisation. • Indicate how victims of hate crime are particularly prone to secondary victimisation. • List four examples of secondary victimisation. • Assess the benefits of victim profiling.

ASSESSMENT TASKS OR ACTIVITIES
• Students draw up a list of secondary victimisation.   • Students debate the benefits of victim profiling.

SUBJECT OUTCOME
2.2. Explain what is meant by commercial crime victimisation.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The concepts commercial crime and white collar crime are defined. • Unique types of commercial crime victimisation are specified. *Range: internal fraud, employee theft, consumer theft, corruption, workplace violence.* • The impact of commercial crime on individuals, communities and society is analysed. • The nature and extent of commercial crime are explained. • Appropriate strategies/programmes to reduce or prevent commercial crime victimisation are evaluated.	• Define the concepts commercial crime and white collar crime. • Specify unique types of commercial crime victimisation. *Range: internal fraud, employee theft, consumer theft, corruption, workplace violence* • Analyse the impact of commercial crime on individuals, communities and society. • Explain the nature and extent of commercial crime. • Evaluate appropriate strategies/programmes to reduce/ prevent commercial crime victimisation.

ASSESSMENT TASKS OR ACTIVITIES
• Students write a summary/essay on commercial crimes.   • List the impact of commercial crime on society.

SUBJECT OUTCOME
2.3 Assess sexual and domestic crime victimisation in South Africa.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The social context in which sexual offences and domestic violence occurs in South Africa is reviewed. • The different offences which may be categorised as sexual offences and domestic violence are defined. • The nature and extent of sexual offences are analysed with reference to the cycle of violence. • The impact/effect of sexual offences on victims, their families and communities is described.	• Review the social context in which sexual offences and domestic violence occurs in South Africa. • Define the different offences which may be categorised as sexual offences and domestic violence. • Analyse the nature and extent of sexual offences with reference to the cycle of violence. • Describe the impact/effect of sexual offences on victims, their families and communities.

ASSESSMENT TASKS OR ACTIVITIES
• Students list sexual crimes and define them. • Students research and list contact details of aid services for victims of sexual crimes in their immediate region.

Topic 3: Effective and ethical measuring techniques to deal with crime and victimisation

SUBJECT OUTCOME
3.1 Plan research.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The research problem/question is identified. • The research problem is described. • The research variables are specified. • Appropriate crimino-ethical research techniques are determined.	• Identify the research problem/question. • Describe the research problem. • Specify the research variables. • Determine appropriate crimino-ethical research techniques.

ASSESSMENT TASKS OR ACTIVITIES
• Students list crimino-ethical research techniques. • Identify a crime problem in your college or area and specify the research variables.

SUBJECT OUTCOME
3.2 Collect the research information.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• A suitable measuring technique is selected to collect the information. *Range: Qualitative, quantitative, descriptive, exploratory, explanatory, evidence-based* • An appropriate information gathering instrument is determined. • The data is recorded. • Ethical working relationships with all role-players are practised.	• Select a suitable measuring technique to collect the information. *Range: Qualitative, quantitative, descriptive, exploratory, explanatory, evidence-based.* • Determine an appropriate information gathering instrument. • Record the data. • Practise ethical working relationships with all role-players.

ASSESSMENT TASKS OR ACTIVITIES
• Students gather information on a topic using suitable crimino-ethical information collection. • Students list methods to practise appropriate ethical working relationships with all role-players participating in the research.

SUBJECT OUTCOME
3.3 Process the information

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Appropriate analytical techniques are used to process the information. • The data is analysed in a crimino-ethical manner. • The research findings are interpreted in a crimino-ethical manner. • An appropriate format is selected to present the information.	• Use appropriate analytical techniques to process the information. • Analyse the data in a crimino-ethical manner. • Interpret the research findings in a crimino-ethical manner. • Select an appropriate format to present the information.

ASSESSMENT TASKS OR ACTIVITIES
Students interpret and present the information gathered on a specific topic in a crimino-ethical manner.

Topic 4: The criminal event and the impact of crime

SUBJECT OUTCOME
4.1 Prepare evidence/information.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The purpose of the evidence/information is determined. • The evidence/information is collected in a crimino-ethical manner. • The evidence/information is analysed applying appropriate theoretical perspectives and research material to explain the criminal event.	• Determine the purpose of the evidence/information. • Collect the evidence/information in a crimino-ethical manner. • Analyse the evidence/information applying appropriate theoretical perspectives and research material to explain the criminal event.

ASSESSMENT TASKS OR ACTIVITIES
A practical assignment of evidence collection at a mock crime scene, e.g. fingerprinting.

SUBJECT OUTCOME
4.2 Present the evidence/information.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• An appropriate method is selected to present the evidence/ information. *Range: Orally, visually, written report.* • The findings are discussed. • The criminal event is explained in terms of the findings. • Communication with all role-players is done in a professional and ethical manner.	• Select an appropriate method to present the evidence/information. *Range: Orally, visually, written report.* • Discuss the findings. • Explain the criminal event in terms of the findings. • Communicate with all role-players in a professional and ethical manner.

ASSESSMENT TASKS OR ACTIVITIES
Students explain the mock crime scene in a professional and ethical manner.

SUBJECT OUTCOME	
4.3 Prepare a crime (victim) impact statement.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
- The concept crime (victim) impact statement is explained. - The purpose of crime (victim) impact statements is appraised. - The value of crime (victim) impact statements in the court process is evaluated. - The advantages and disadvantages of crime (victim) impact statements are analysed. - A crime (victim) impact statement is prepared.	- Explain the concept crime (victim) impact statement. - Appraise the purpose of crime (victim) impact statements. - Evaluate the value of crime (victim) impact statements in the court process. - Analyse the advantages and disadvantages of crime (victim) impact statements. - Prepare a crime (victim) impact statement.
ASSESSMENT TASKS OR ACTIVITIES	
Students prepare a victim statement.	

Topic 5: Consequences and costs of crime for individuals, society and the state

SUBJECT OUTCOME	
5.1 Analyse the impact of crime on society.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
- The financial/economical costs of crime to society are evaluated. *Range: Individuals, business, communities.* - The emotional costs of crime to individuals are discussed. *Range: Fear of crime, feelings of insecurity, changes in lifestyle.* - The consequences of crime for the moral well-being of society are discussed.	- Evaluate the financial/economical costs of crime to society. *Range: Individuals, business, communities.* - Discuss the emotional costs of crime to individuals. *Range: Fear of crime, feelings of insecurity, changes in lifestyle.* - Discuss the consequences of crime for the moral well-being of society.
ASSESSMENT TASKS OR ACTIVITIES	
Students research the cost of e.g. corrections per day, insurance premiums, fences, alarms, security, etc.	

SUBJECT OUTCOME	
5.2 Evaluate the consequences of crime for the family.	
ASSESSMENT STANDARDS	**LEARNING OUTCOMES**
- The consequences of crime for the family are discussed when a family member is involved as an offender or a victim. - The financial impact of crime on the family is discussed. - The emotional impact of crime on the family is analysed.	- Discuss the consequences of crime for the family when a family member is involved as an offender or a victim. - Discuss the financial impact of crime on the family. - Analyse the emotional impact of crime on the family.
ASSESSMENT TASKS OR ACTIVITIES	
Students analyse the emotional impact of crime on their immediate family for the past six months and present it in a table format.	

SUBJECT OUTCOME
5.3 Explain consequences of crime for the state.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The direct financial cost of crime for the state is discussed. • The consequences of high crime rates for the criminal justice system are evaluated. *Range: Police, courts, prosecutors, courts, corrections.* • The effect of high crime rates on international perceptions of SA is analysed.	• Discuss the direct financial cost of crime for the state. • Evaluate the consequences of high crime rates for the criminal justice system. *Range: Police, courts, prosecutors, courts, corrections.* • Analyse the effect of high crime rates on international perceptions of SA.

ASSESSMENT TASKS OR ACTIVITIES
Students seek examples of newspaper reports that reflect international perceptions of SA.

Topic 6: Programmes to deal with specific types of crime victimisation

SUBJECT OUTCOME
6.1 Explain the implications of a public health approach for victim service delivery.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The public health approach to crime and violence is described according to the World Report on Violence and Health. • Risk factors that can contribute to violence are indicated. • Crime reduction/prevention strategies in a public health approach to violence are analysed.	• Describe the public health approach to crime and violence according to the World Report on Violence and Health. • Indicate risk factors that can contribute to violence. • Analyse crime reduction/prevention strategies in a public health approach to violence.

ASSESSMENT TASKS OR ACTIVITIES
Students list risk factors that can contribute to violence.

SUBJECT OUTCOME
6.2 Describe the implications of social justice and restorative justice principles and the developmental approach for victim services.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• The social justice, restorative justice and the developmental approach to victim service delivery are described. • Key principles of social justice are indicated with examples. • Core concepts and principles of the developmental approach to victim social services are specified. • The core principles of a restorative versus a retributive justice approach to working with perpetrators are compared and the impact and involvement of victims are explained.	• Describe the social justice, restorative justice and the developmental approach to victim service delivery. • Indicate key principles of social justice with examples. • Specify core concepts and principles of the developmental approach to victim social services. • Compare the core principles of a restorative versus a retributive justice approach to working with perpetrators and explain the impact and involvement of victims.

ASSESSMENT TASKS OR ACTIVITIES
• Students debate the benefits of restorative justice to the victim, offender and the community. • Write an essay explaining the key principles of social justice.

SUBJECT OUTCOME
6.3 Discuss the impact of service provision to victims of crime and violence in South Africa.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Key legislation and policies that guide the implementation of victim services are identified. • Victims' rights and needs are analysed according the SA Service Charter for Victims of Crime. • The roles and responsibilities for service providers at national, provincial and local level are explained. • Strengths and weaknesses in current service delivery to victims of different types of victimisation are indicated.	• Identify key legislation and policies that guide the implementation of victim services. • Analyse victims' rights and needs according the SA Service Charter for Victims of Crime. • Explain the roles and responsibilities for service providers at national, provincial and local level. • Indicate strengths and weaknesses in current service delivery to victims of different types of victimisation.

ASSESSMENT TASKS OR ACTIVITIES
• Students debate weaknesses in the protection of/dealing with victims. • Students compare offenders' rights and victims' rights.

SUBJECT OUTCOME
6.4 Describe specific programmes to reduce or prevent crime victimisation.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
• Programmes that deal with specific types of victimisation are identified. • Criteria to develop appropriate programmes are determined. • Criteria are developed to evaluate the effectiveness of a specific victimisation programme.	• Identify programmes that deal with specific types of victimisation. • Determine criteria to develop appropriate programmes. • Develop criteria to evaluate the effectiveness of a specific victimisation programme.

ASSESSMENT TASKS OR ACTIVITIES
Students develop a strategy to support victims of bullying. Indicate appropriate criteria to evaluate the effectiveness of the anti-bullying programme.

4   SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN CRIMINOLOGY – LEVEL 4

4.1   Integrated summative assessment task (ISAT)

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

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

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

OR

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

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

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

4.2   National Examination

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

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%