

The assessment below is based on the performance of candidates who have received formal training as those who did not, performed poorly on all the questions.

Learners generally performed extremely well on questions that required rote learning. This includes:

Question 4 - Crime as injurious phenomenon (Chapter 5)

Question 5 –

The role of the Family, Church, State and Police in the Prevention and Combating of crime. (Chapter 6) (Learners however provide too much detail on the **family** – they should limit themselves to the key points – elaboration is not required)

Question 6

A combination of the Particular Types of Crime (Chapter 7) and the Crime differences between boys and girls. (Chapter 9)

Question 7 - The Victims of Crime (Chapter 11)

The performance of learners on these questions demonstrates good training and through preparation of essay type questions.

Learners performed poorly on questions that were not formulaic i.e. were not assessed in previous years or essay- type questions that were rephrased as short questions. These includes:

Question 2 – Short questions covering various themes from the syllabus.

Some of the questions were not asked in previous question papers and was therefore not formulaic and tested the depth of candidates' preparation for the exam.

The question covered various themes from the syllabus, therefore candidates who did not prepare all themes and spotted certain themes struggled with some questions.

When part of an essay question is rephrased as a short question, candidates who rote learn or are second language learners, struggle in answering the question.

Question 3

This question covers Chapter 3 (Causes of crime) in the textbook. The theme is very long and because a question can only be 50 marks in total, only certain parts of the theme can be assessed. (Therefore it is assessed in an essay question and in some of the short questions). **Because of the length of the chapter, many learners either do not prepare this theme or only prepare parts of this theme.**

One question required learners to merely provide the headings of a particular theme but many learners provided explanations or descriptions related to the theme for which they were credited if it related to the question but in most cases it did not.

Question 8

Some learners did not read a particular question carefully.

The question asked for the **psychological** factors that may contribute to drug abuse but most learners discussed the **environmental and physical factors** and therefore lost up to 12 marks. Surprisingly many learners did not know the difference between the different types of amateur prostitutes.

The **performance of weak part-time candidates** is once again highlighted this year. They clearly do not have access to the correct textbook/ proper notes and/or formal training and the misconception exists that that the content covered in the syllabus is open to their own personal interpretation/ experiences/ thoughts and general knowledge on the subject. They waffle endlessly and in most cases **do not cover all the relevant points** as outlined by the syllabus and memo. It is difficult to search for facts when students write from general knowledge. These learners either waffle or write very little facts.