A. FOLLOWING OF INSTRUCTION.

**Many learners did not follow the instructions which are clearly outlined
in the question paper.**

This proved to be a frustrating aspect of the marking process as many candidates
did not adhere to the instructions and in the process disadvantaged their mark.

1. **Number of questions to be answered**.
   The question paper instructs: Answer only SIX questions.

Many candidates answered ALL eight questions. Some of these learners would have
scored higher marks from the questions the markers had to cancel as only the first six
questions were marked.

2. **The question paper instructs: Answer all the questions in full sentences
   unless instructed otherwise**.

Questions which asked the learners **to explain** were responded to in point form
causing learners to lose marks.

3. **The question paper instructs: Number and answer subsections separately.**

In some cases numbering was incorrect.

4. **The question paper instructs: Start the answer to each new question on a
   new page.**

Many learners did not follow this instruction.

B. **PERFORMANCE OF LEARNERS IN VARIOUS QUESTIONS**.

This analysis is based on full-time learners.

1. **Questions in which candidates faired well.**

   Question 1 (compulsory)
   Question 1 was basic TRUE or FALSE questions/ match Column A and B/ Choose the correct word in brackets. This benefited 'weak' learners - able to score some marks.

   Question 3 (Crime statistics)
   - A popular question
   - Candidates had a good knowledge of this chapter and did surprisngly well in the shortcomings of crime statistics compared to previous years. Clearly educators have made determined efforts to make their learners familiar with this work
   - However, many learners did not know the four factors that determine crime trends.

   Question 4 (Causes of crime)
   - A definite improvement in this theme.
   - Normally candidates waffle.
   - However 4.4. was poorly answered as learners confused the effects of ill-health with physical defects and physical underdevelopment.

   Question 8 (Pathological phenomena e.g. alcoholism, drug abuse)
   - A popular question
   - Many learners performed well on the consequences of alcoholism – they were well-prepared. (8.2)
   - However many learners did not know the four charactersistics of drug addiction.

   Question 6 (Juvenile delinquency)
   - The learners who answered this question did very well, especially on the differences between the juvenile court and the children's court.
   - However many were not well-prepared on the functioning of Boy's Town although the mark allocation on the memo allowed for learners to score good marks.

2. **Questions in which learners faired poorly.**

   All questions that required learners to define criminological concepts/terms.
   E.g. Legal definitions of crime - arson/ burglary/ murder/ theft/ assault/ rape/
         Motives for punishment e.g. retribution/ expiation/ deterrence
         Different types of drinkers – lots of confusion

Question 2 (Optional short questions)
- Very poor performance in general.
- This can be attributed to the fact that it required knowledge of the **whole** syllabus.
- This is difficult for 'weak' learners as they tend to concentrate on certain themes.

Question 4.4
- As mentioned previously, learners confused the effects of ill-health with physical defects and physical underdevelopment.
- Not a familiar question -questions on ill-health has seldom been posed in previous question papers.

Question 5 (Particular types of crimes)
- Markers agreed that this was a question in which learners should have scored good marks.
- However candidates did not understand definitions/ terms such as arson, burglary, assault, murder, rape.

- The question on the socio-economic factors that may cause crime was poorly answered. (Not a familiar question)
  This question was phrased differently from previous years and thus proved challenging.

E.g. **Previous years:** Explain the causes of property crimes.
     This year: Explain the socio-economic factors that may lead to property crimes.

Many learners provided **all the causes(socio-economic factors only being one causal factor)** as outlined in the textbook (for which they were not credited) whereas they were only required to list the **socio-economic factors.** Thus many stated a cause of property crime is socio-economic factors thereby not answering the question- they were merely repeating the question.

- It must be emphasized again that rote learners were not able to extract information relevant to the question.

Question 7 (Administration of justice)

- Learners were not well-prepared for this theme.
- Learners demonstrated a lack of understanding of concepts/ terms such as retribution, expiation and deterrence.
- Learners confused the trades offered in the prisons with the methods of rehabilitation. (Not a familiar question)
- Learners did not know the conditions of correctional supervision.
- Many learners do not like this theme which they find boring and monotonous. Thus they try to avoid it. Needs greater input from educators.

C. LANGUAGE PROBLEMS

It is evident that most part-time learners have serious language deficiencies.
1. It is evident from the responses of some Second language learners, that they were unable to understand certain questions as their answers did not relate to the question.

2. Spelling and grammar was a big problem this year: English and Afrikaans. It is disturbing to note that such learners have reached Grade 12 level. The problem is enhanced by the fact that many Afrikaans learners wrote in English.

E.g. make-up = mykap
Brothel = brottel
Skoolopvoeding = skoologiese
Intentional =international
Distribution = description
Bribery = brapary
Fraud = freud/ froud/ fruad/ frod/ frodery

D. ROTE LEARNING

Some learners rote learn essays and when short questions are based on these essays, these learners, especially second language learners, are unable to identify or understand these questions. They are unable to extract information that is relevant to the question.