

Tutorial letter 301/4/2014

KRMALLR

All periods

Department of Criminology
and Security Science

IMPORTANT INFORMATION:

This tutorial letter contains important information
about your module.

BAR CODE

CONTENTS

	<i>Page</i>
1. INTRODUCTION	3
1.1 A word of welcome	4
1.2 The purpose of Tutorial Letter 301	4
1.3 Finding your way around the study package	4
2. ORIENTATION TO ODL IN THE CONTEXT OF THE DEPARTMENT	4
2.1 The nature of open distance learning (ODL)	4
2.2 What the Department expects from you	5
2.3 What you can expect from the University	5
3. LEARNING STRATEGIES	6
3.1 Estimating your time	6
3.2 Reading for understanding	7
3.3 Making your own glossary	7
3.4 Establish your own learning strategies	7
3.5 Assignments	9
4. ETHICAL BEHAVIOUR AS A STUDENT	17
4.1 Plagiarism	17
4.2 Referencing techniques and citing of sources	18

1. INTRODUCTION

1.1 *A word of welcome*

It gives me pleasure to welcome you as a student in the Department of Criminology and Security Science. We offer a range of qualifications ranging from BA to doctoral levels. Graduates contribute to our society and economy in various ways and I am therefore pleased that you have chosen this field of study. I hope that you will complete your studies successfully and find them relevant to your chosen career. I also hope that your study experience at Unisa will be both pleasant and stimulating.

This tutorial letter contains important information that will assist you in your studies in the Department of Criminology and Security Science. Please read it carefully and keep it at hand when working through the study material, preparing the assignment(s), preparing for the examination and addressing questions to your lecturers.

At the onset it is very important to remind you that **you must read all the tutorial letters** you receive during the semester **immediately and carefully. The information they contain is always important and may well be urgent.** They may also contain additional study material or information about recent developments in the law that is prescribed for the examination. Study material that was not available when you registered will be posted to you as soon possible, but is also available on *myUnisa*.

Please note that students must visit the *myUnisa* website of the respective modules on a regular basis to access the latest announcements. All announcements will also be e-mailed to students' *myLife* e-mail accounts. Students will therefore never be in a position where they are not informed about announcements.

If you cannot access the *myUnisa* website from a personal computer please visit an Internet café, library or post office where these facilities are available to the public. **It is your own responsibility to ensure that you are up to date with all the relevant announcements.**

Postgraduate students, including honours students, follow their own unique study programme and the semester-based tuition requirements do not apply to them. Honours, Masters and Doctoral students must please consult the "Information regarding postgraduate courses in Criminology" brochure in addition to relevant information in this tutorial letter.

Enjoy your studies. I wish you all the best!

Prof FJW Herbig
Chair: Department of Criminology & Security Science
Tel 012 433 9525

1.2 *The purpose of Tutorial Letter 301*

The purpose of Tutorial Letter 301 is to provide you with an orientation to your studies in the Department of Criminology and Security Science.

1.3 *Finding your way around the study package*

In addition to this Tutorial Letter 301, you will receive a study guide and Tutorial Letter 101/2014 relevant to the modules you are registered for. Study material that was not available when you registered will be posted to you as soon as possible, but is also available on *myUnisa*.

You should immediately read Tutorial Letter 101/2014: SCHEME OF WORK, STUDY RESOURCES AND ASSIGNMENTS of all the modules for which you are registered. Tutorial Letter 101 will also tell you which prescribed books, if any, you need to buy.

Note the submission dates of the assignments for all your modules. Then plan your study programme in such a way that you will be able to submit all your assignments **on time**.

On the last page of this tutorial letter we have included a study year planner (calendar). We encourage you to complete it by including important dates (e.g. submission dates of assignments, examination dates, and dates of discussion classes) **for all the modules for which you are registered in 2014**.

2. ORIENTATION TO ODL IN THE CONTEXT OF THE DEPARTMENT

2.1 *The nature of open distance learning (ODL)*

You have chosen to register at Unisa, which is an open distance learning institution of higher education. What does this mean for you?

First, you might have been given access to the University because of its 'open' nature without necessarily having the skills to cope at a University; for example, because you have been out of the education system for a long time. However, these skills can be learnt. Now that you are registered, you will have access to resources that will help you to make a success of your studies: study guides, assignments, the Library, lecturers, tutors, literacy centres, counsellors to assist with study skills, peer groups, the online learning management system *myUnisa*, and so on. You need to use these resources wisely to help yourself succeed in an ODL institution.

Second, distance education usually provides an independent study package. Many people are not used to studying completely in isolation from the institution, their teachers and their fellow students. Many distance education students feel lonely and drop out. As mentioned in the previous paragraph, there are resources available to you to bridge this distance and to offer you support: please use them.

2.2 *What the Department expects from you*

In this Department we expect students who register for this qualification to be able to

- Learn from predominantly written material;
- Communicate what they have learnt comprehensibly in the medium of instruction;
- Demonstrate academic and professional literacy;

- Engage in critical and creative thinking in the domain of crime, criminality, law enforcement and safety and security;
- Think contextually, in other words reflect on learning from individual experience and academic disciplines in relation to crime, safety and security issues and how they are affected by political, social, cultural, technological and economic realities, locally and globally;
- Deal with problems in the field of Criminology in everyday life;
- Engage with other role players to identify, describe and evaluate crime, and criminological problems;
- Transfer successful learning strategies across modules;
- Evaluate their own performance against given criteria;
- Arrive at an informed understanding of what happens to criminological knowledge in a new technological context as it applies to crime, safety and security issues;
- Demonstrate people skills in the context of criminology, crime, law enforcement and maintaining safety and security;
- Use appropriate research methodologies to access knowledge in the field of Criminology;
- Demonstrate sensitivity to attitudes and values relevant to a fair, just and democratic society.

It's your responsibility to take ownership of your studies and contact the relevant lecturers if guidance is required.

2.3 *What you can expect from the University*

You can expect:

- an up-to-date study guide that helps you to
 - prioritise the important information presented in that course;
 - understand the main ideas and debates in the area of study;
 - learn the terms and concepts important to your chosen field;
 - apply what you are learning to relevant contexts;
 - integrate other media such as the textbook, *myUnisa*, and so forth;
- tutorial assistance at learning centres or online;
- library orientation and services;
- career and study skills counselling;
- assistance with literacy and numeracy problems;
- opportunities to submit assignments and receive constructive feedback before the examination.

3. LEARNING STRATEGIES

This section of the tutorial letter will provide you with some guidelines on estimating your time, planning/ goal setting, using effective learning strategies and how to approach written and multiple-choice assignments.

3.1 *Estimating your time*

Students often register for more modules than they can handle given their current life circumstances. You can estimate the demands of the course and the time you have available by completing the following timesheet.

STUDENT TIMESHEET: ALL COMMITMENTS

The following timesheet guides you to estimate the amount of time you spend on regular work and life activities in a week so that you can discover the number of hours you have available for study. Each Unisa module needs 120 hours of study, spread across different activities. For a semester of twelve to fifteen weeks, you must have about eight to ten hours a week available for each module. The more accurate your calculation, the more realistic you can be about how many modules you can take at a time. Potentially, in a week, you have 168 hours.

Hours already committed each week before studies:

Sleep (e.g. seven hours a night = 49) _____

Meals _____

Personal hygiene _____

Household work (e.g. cleaning, preparing food, childcare, gardening) _____

Employment _____

Travelling _____

Errands (e.g. shopping) _____

Socialising _____

TOTAL COMMITTED _____

Hours available for study: $168 - \text{Total committed} =$ _____

If you divide this number by eight or ten, you can estimate the maximum number of modules that you should be doing in a semester.

Keep up the number of hours required a week. One of the big dangers in distance education is that a crisis such as a sudden illness can throw you off track; then you fall behind and drop out. If such a crisis occurs, be flexible and recalculate your time so that you can catch up. This is easier to do if you were on track before the crisis. Consult your lecturer for advice immediately if you fall behind.

Once you have estimated your time, set some short and long term goals to ensure that you manage your work efficiently.

3.2 *Reading for understanding*

You need to 'read' your study package so that you can navigate your way around it successfully. Check the titles of every document you receive in the package. This tutorial letter and Tutorial Letter 101 have the information **READ NOW**, which shows their importance. Your study guide is also important and you should look for a start at the table of contents which gives the high level headings and will orientate you to the scope and content of the module.

The guide is constructed in such a manner that each study unit builds on the previous one. You are therefore advised to start at the beginning of the guide and work systematically through the guide to ensure that you master the content step by step.

We expect you to master the study material in such a way that you understand all the information and arguments set out in the study units and the definitions of words. You must not only understand the information, but also be able to interpret it and discuss it in your own words. Forming only vague impressions of the study material and presenting superficial arguments on it will not be sufficient; you must ensure that you have a thorough understanding of the study material and have mastered the details.

We recommend that you first read through the study guide to get an overview of the content and become familiar with the different topics and how they are arranged in a specific order. Thereafter you should study the subject matter in the study units and assess your progress with the aid of the activities and self-assessment exercises/tasks.

3.3 *Making your own glossary*

A glossary is like a dictionary: it gives you a word or phrase and the meaning of that phrase. You could start to build up an alphabetical list of new terms that are explained in the study guide or textbook and add examples to make the meaning even clearer. You might even wish to write an explanation in your own language if you are using English as an additional language. Also note that a glossary might be included in your study guide. Study these words as they are important terms you need to master.

3.4 *Establish your own learning strategies*

The most common barrier to successful studies is a lack of effective techniques for study and exam preparation. Here are some suggestions to increase your effectiveness as a student.

Making good notes (summaries) is of vital importance.

Be involved in your studies. Attend and actively take part in group discussions and discussion forums on *myUnisa*. It is also a good idea to become part of a study group. Review your study notes frequently and do not procrastinate. Keep up on your reading and consult additional study material as required.

Using Your Study guide

When you first approach your study guide page through it briefly to familiarise yourself with the content of the different themes. When you have finished surveying the different themes, return to the beginning and read in more detail. Remember to concentrate upon ***understanding***. Don't simply read through the words. Any words which you don't understand you should look up in a dictionary. You may also want to write definitions, observations and other useful notes in the margins of your study guide. Concentrate on understanding the subject content of the material. Also, make notes of those things which you don't understand and ask the relevant lecturer, tutor or fellow students in your study group to clarify those points. After you have worked through a theme test your knowledge and understanding by answering the self-evaluation questions in your study guide.

Preparing Assignments

Don't leave assignments until the day before they are due!

Remember that assignments require quite a bit of research before you can even begin writing. In most cases, it is impossible to accomplish the necessary preparation in one day or even one week.

Be aware of the appearance of the work you submit.

You should want to be proud of every assignment you submit, and that includes being proud of its appearance. If possible, hand in typed assignments. Never submit an assignment written in pencil. The paper represents the quality of your work, and the marker will penalise you if don't adhere to the scientific requirements. It is important to proof-read your assignment and rectify any mistakes before submitting it.

Preparing for Exams

Keep in mind that you want to be an **active** learner, not a passive one. The more you engage with the information the better you will understand and retain it in your memory. **Do not wait until the day or night before an exam to study!** A good first step, in preparation, is to read through your notes a couple of times. While you are doing this, you might also **highlight** major topics and subtopics, with the goal of generating an outline of your notes and develop an overall detailed picture of the factual information. When you study a large body of information, you should study **from concept to detail**, not the other way around. In other words start with the headings, followed by the definition of key concepts and then study the factual information. It will, in fact, be much easier to learn the details if you take the time to learn the concept and theory first. **The least efficient approach to studying is to attempt to memorise your notes from beginning to end. It's not the words which are important - it's the ideas and your understanding thereof.**

One of the most universally effective ways to polish off your study activities is to prepare a **self test, such as a mock examination. Never, ever pull an "All-Nighter"** on the night before an exam. What you may gain from extra study time won't compensate for the loss of alertness and ability to concentrate due to lack of sleep.

3.5 Assignments

3.5.1 The value of assignments

The importance of doing assignments cannot be over-emphasised. Assignments, like the activities in the study guide, form an extremely important part of the learning in the module. Comments on assignments are usually detailed. If you read these comments and relate them to what you wrote in your assignment, you will benefit when revising the work for examination purposes. Assignments also prepare you for the examinations by giving you a chance to practice for final assessment.

Essentially, assignments and examinations have different purposes: an assignment is meant to help you to learn and often focuses on only one or two outcomes. Don't be afraid of making mistakes in assignments: that is often the way we learn. An examination is proof of mastery of the learning outcomes for the module.

Your assignments also contribute to

- examination admission;
- a year mark.

The purposes of the assignments are as follows:

- to engage actively and learn through doing and receiving feedback;
- to motivate you to work through all the study material and achieve all the outcomes;
- to learn the reading and writing skills expected of a future professional;
- to practice synthesising from various sources; that is, combining different ideas and arguments in a single answer;
- to practice collecting material and presenting ideas/ arguments in a logical, ordered fashion using convincing arguments (merely copying the study material is not acceptable);
- to learn to use assessment criteria and feedback on assignments to increase your ability to self-assess;

- to evaluate your own arguments and submissions and you should, therefore, acquire this skill as soon as possible.

In the Department of Criminology and Security Science we require you to present and structure your essay and paragraph-type assignments according to a particular method. This tutorial letter should be studied in conjunction with Tutorial Letter 101 for each module in this regard.

Your assignment answers must satisfy certain requirements for scientific and academic writing. It is, therefore, important that you read this tutorial letter before attempting to write an assignment answer. As you progress with your studies, you will have to become increasingly careful in the application of the scientific method for writing assignments. Please note that you will be penalised if your assignment answers do not comply with these requirements.

3.5.2 *Writing your assignment*

An assignment is a scientific document and, therefore, must comply with scientific requirements. It must be systematic, form a logical unit and be verifiable by the reader.

The first step in compiling an assignment is to study the question carefully in order to ascertain exactly what is required of you. Break down the question into verbs and key concepts, making sure you understand the verb describing the instruction (discuss, describe, critically analyse etc.) properly. The following words indicate what is expected of you when you answer the assignment questions. These words enable you to decide on the focus of the assignment.

Question word (Instruction)	Meaning
Indicate	State briefly, in broad outline, without detail. An indication gives the reader the general idea of the matter.
Analyse	Divide into sections or elements and discuss in full.
Define	State the precise meaning of a term as you use it in your assignment answer. The definition should ensure that the term has only one meaning and that it cannot be confused with other terms. This often means that you will have to read a number of definitions before arriving at a substantiated decision on the precise meaning you will attach to the term in the relevant assignment.
Distinguish	Provide definitions, but also indicate similarities and differences.
Describe	Give an account of the characteristics or properties of a matter in such a way that your reader can recognise it and not confuse it with anything else. A description tells you 'what it is like'. You can be asked for physical descriptions or descriptions of processes, for instance.
Explain	Write about the topic in such a way that the reader gains a better understanding of the important underlying facts. An explanation tells the reader 'why a thing is the way it is'.
Compare	Set out how things differ from one another and in what ways they are similar. A good comparison also says 'why it is so'.
Discuss	This implies that there are various explanations of, or opinions about, the topic you have to discuss. You must state what these are and show how and why they may correspond or differ. 'Discuss' often involves weighing up arguments for and against something.
Evaluate	Assess or 'determine the value of' something. This means that you should have criteria against which you can measure something; the end result should be the formulation of your own informed opinion of the matter. You may approve, disapprove, or suggest a modification of whatever you have to evaluate. Evaluation usually implies comparison and should always be substantiated , that is based on soundly formulated reasons.

Examine	Look at/ observe, identify the problem or the characteristics, describe what you have observed, and then critically discuss a topic in terms of definite criteria or guidelines and possibly suggest solutions.
Summarise	Give the key aspects of a topic.
Illustrate	Give examples or draw a diagram to make a particular topic or subject clearer.
Interpret	Specific information is given and you have to say what it means in a particular context or according to certain criteria. Your explanation should be as practical as possible.
Criticise	Academic 'criticism' looks at both good and bad characteristics. Identify these characteristics and give your opinion after taking all the facts into account, applying what you have learnt or looking at given criteria.

The instructions given with each assignment should make it quite clear what is required. If you do not understand an assignment, contact your lecturer or tutor, who will gladly assist you. **However, do not do this until you have read extensively on the assignment topic, as an assignment topic often becomes clearer once you have done some reading on it.**

3.5.3 *Researching the assignment topic(s)*

Read the relevant sections in your study guide and prescribed and/or recommended books, where applicable. This will give you a broad outline of the important aspects of the topic. Subject terms with which you are unfamiliar will usually be defined in the study guide, prescribed and/or recommended books.

In order to understand the content and meaning of the text, bear the following in mind:

- Headings and sub-headings indicate what the text is about. These will help you to anticipate which aspects are dealt with in a particular section, and to select the sections of a book or article that are relevant to your topic.
- Try to find the key sentence of each paragraph in order to identify the main points. **Do not underline or write in library books.** The key sentence opens up the meaning of the rest of the paragraph. It is often but not always the first sentence of a paragraph. If you skim a text – that is, read only the first sentence of each paragraph – you should have a good idea of what the broad outline of that reading is.

Once you have decided that a source will be useful for a particular assignment, you can set about collecting the relevant information. This means you must select information that relates specifically to the assignment question(s).

Bear in mind that the author of the book or article is not necessarily concentrating on your particular topic and may include too much detail on matters that are not directly relevant to your requirements. When reading, you must select and make noted only about the information that is relevant to the assignment topic. This information will help you to substantiate (support) your point of view about the topic.

3.5.4 *Answering the assignment*

You have now read the assignment carefully and decided what is required in your answer. You have also read various sources and made notes. Now you can begin to write your assignment answer.

There are several stages to completing an essay-type assignment:

- planning your assignment answer;
- writing a first draft of your assignment answer;
- evaluating this draft yourself based on the given assessment criteria;
- redrafting the answer for submission to the lecturer.

Planning your assignment answer

Before you start writing your assignment answer, you need to plan how you are going to turn your notes into a scientific and academic discussion. The following suggestions may help.

Read the assignment topic again to refresh your memory. Look at the headings, subheadings and other details you wrote in your notes, and consider whether these will help you to compile an answer. If not, you need to return to your sources to find more information.

Writing your assignment answer

Make use of the following format when you write the assignment:

Title

Provide the assignment with a cover page (title page), denoting the title of the assignment. Use the exact words as formulated in your tutorial letters for each assignment.

Table of contents

Furnish a complete table of contents on a separate page. A table of contents should reflect the headings and subheadings in the assignment followed by the relevant page numbers.

Introduction

Start the introduction with an interpretation of the topic (a short explanation **in your own words** of your understanding of the field of study of the assignment: that is, the task that must be executed). A mere repetition or paraphrase of the topic as it appears in **Tutorial Letter 101** would, therefore, give no indication of **your own understanding** of the topic.

The reason why you must interpret the topic is to make sure that you understand exactly what you have to do, so that while you are collecting information and making notes, you will be certain that you are concentrating on matters which are relevant to the topic. A good interpretation outlines the main field of study of the topic and focuses directly on the assignment topic.

The introduction could include a problem statement. The purpose of the problem statement is to put the topic in proper context, state what the central point of dispute is and indicate the steps to be followed in the investigation or discussion of the topic.

Definition of key concepts

Define the key concepts under a separate heading. The particular concepts to be defined are derived from the title and main headings of the assignment. For this purpose, it is imperative to consult your study guide, a scientific dictionary or textbook on the subject. You should quote specific definitions and describe, in your own words, the meaning you attach to the concept for the purpose of the particular assignment. (Your own definition of the concept is called an operational definition.) To define a concept means to state precisely the meaning or essence of the concept.

Discussion of the topic

The 'main discussion' forms the biggest part of your assignment answer. The problems that you have identified in the problem statement are discussed here. It is here that you will develop your main argument and give reasons for your answer. The 'main discussion' of your assignment answer should be divided into sections according to the **headings** and **subheadings** that you have already identified in your notes. (**Do not use 'main discussion' as a heading in your essay.**) For each main point you should have a heading and, if necessary, subheadings. Headings and subheadings must be numbered. Use Arabic numbers (1, 2, 3, etc.) and decimal points for numbering subheadings (1.1, 1.2, etc.)

Your discussion under each heading must be divided into paragraphs. A good paragraph

- deals with one main idea or topic, preferably stated in the first sentence;
- contains all the explanations, details and examples that support the main idea;
- shows how the information is linked to the assignment topic;
- does not contain irrelevant information and does not repeat information.

Do not copy word for word from your sources, although you may use short, fully referenced quotations within your essay ('short' being defined as between a phrase of two or three words up to about three lines). Do not replicate the contents of the study guide and other sources too much. Rather use your own words as much as possible. Do not adhere slavishly to the study guide, especially as regards headings and examples. The study guide should only be used as a guide. **You are expected to consult additional sources when you write an assignment.**

Conclusion

The conclusion is the last paragraph of your essay. It should relate to the topic(s) of the assignment.

The main points of the assignment answer may be summarised here but **no new information should be included in the conclusion**. Here you should also state the impressions you have gained and the conclusions you have arrived at on the strength of the preceding discussion.

A good conclusion

- summarises the main argument and content of your essay;
- comments on the problem statement;
- provides your own informed impressions or the outcomes of your research.

Bibliography

When citing textbooks, guides, articles, and so forth as authority in your assignment answers, please note that a complete bibliography in the Harvard style must be provided, giving all relevant details. All sources must be listed alphabetically by authors' surnames. **Do not refer to sources that you have not personally consulted.**

3.5.5 *Technical care of your assignment*

- Write the number and topic of the assignment down on the first page and ensure that your assignment answer contains the following:
 - a table of contents;
 - an introduction;
 - a conclusion;
 - a list of sources consulted.
- Check your grammar as well as you are able. If you are writing on a computer, use its grammar and spelling check.
 - Try to write in short sentences as far as possible (about twenty words maximum).
 - Make use of commas to separate ideas.
 - Write in complete sentences.
 - Start each sentence with a capital letter and end with a full stop.
- Check your spelling, especially of names.
- Make use of headings and sub-headings in your text.
- Divide your essay into paragraphs.
 - Ensure that each paragraph has a main idea.
 - Ensure that each main idea is supported with examples, arguments, data, etc.
- Acknowledge your sources.
- Please ensure that your name, address, student number, module code and assignment number appear on the cover of the assignment and at the top of the first page of your answer; **this information must be correct**. Every successive page should show at least your student number and the module code.
- Number your pages.

- Ensure that the pages of your answer are stapled together properly. Do not join answers to different assignments together.
- **Foreign language expressions** must either be underlined or typed in italics.
- We restrict the length of assignment answers to teach you to write concise and logical arguments. It is very easy to write a long, rambling answer but such an answer does not earn good marks. You must learn to summarise your research findings so that you can answer a question in a factually correct, concise and logical manner.
- Please do **NOT** write on both sides of the page.
- Answers to all the questions in the assignment should be submitted simultaneously.
- Students who use word processors should consult the brochure *my Studies @ Unisa* about the format and paper to be used for assignments. If at all possible, the assignment should be typed, in at least 1.5 spacing. If you are not able to submit a typewritten answer, you may submit a **NEAT AND LEGIBLE** handwritten answer.
- It is wise to **make a copy of the assignment** before submitting it, in case it gets lost in the post or *myUnisa*.

NOTE

Students often find it rewarding to work in a group when preparing an assignment. Unisa encourages you to work together as it can improve learning. Please note, though, that you must give your **own interpretation** of what you have learnt in the group when completing assignments. **Identical assignments** by different members of a group are **not acceptable**. **Please note: Although students may work together when preparing assignments, each student must write and submit his or her own individual assignment. In other words, each student must submit his or her own work. It is unacceptable for students to submit identical assignments on the basis that they worked together. This will amount to plagiarism and none of these assignments will be marked. Furthermore, these students may be penalised or subjected to University disciplinary proceedings.**

3.5.6 *How to approach multiple-choice questions*

See the brochure *my Studies @ Unisa* for instructions on how to complete a mark-reading sheet for multiple-choice questions. Please read through the following remarks on answering multiple-choice questions.

A multiple-choice question is the type of short question that gives students alternative answers from which they must choose. The following is a simple example of a multiple-choice question:

Legal capacity can be defined as the capacity to ...

- [1] perform valid juristic acts.
- [2] appear in a court of law.
- [3] have rights and duties.
- [4] be accountable for crimes.

The multiple-choice question consists of the following:

Problem statement or question

Legal capacity can be defined as the capacity to ...

Distracters/ Alternatives

Correct answer →	(1) the capacity to perform valid juristic acts.
	(2) the capacity to appear in a court of law.
	(3) the capacity to have rights and duties.
	(4) the capacity to be accountable for crimes.

The problem statement or question provides the perspective from 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

The key words are **legal capacity** and **defined**.

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 rest. Bear in mind that the distracters in a multiple-choice question are not necessarily completely wrong. They are called 'distractors' because they often contain some appropriate information, so it is easy to make a wrong choice if you do not know the subject well or if you do not read all the alternatives carefully before you choose your answer. You must choose the **most correct** alternative.

3.6 *Preparing for the examination*

3.6.1 *Planning and revising*

Planning is again of the essence in preparing for the examination. Keeping good notes, doing all the assignments and keeping on track with study programme all contribute to success in the examination. Work back from the examination date and plan your study time prior to the examination. If you are doing more than one module, plan whether you will try to study a little on each module each day or if you are going to plan your time differently.

It goes without saying that to achieve success in any examination there is no substitute for a sound knowledge of the subject, which can be attained only by making a thorough study of the study guide and other prescribed material.

3.6.2 *In the examination venue*

It is a good idea first to read carefully through the paper, to specifically note the maximum number of marks allotted to each question, and then to decide on the maximum amount of time that should be devoted to each question.

Make sure that you stick to the **relevant** points for each question. Our experience is that students sometimes add information that is not really relevant to answering a particular question, in the hope that they will somehow earn marks. It does not work that way. Our questions are very specific and no marks can be earned by including additional material not required.

3.6.3 *Supplementary/ aegrotat examination*

Please note that should the University grant you a **supplementary examination, your year mark will not count towards your final mark**. In other words, your examination will count 100% of your final mark and you will have to achieve a mark of at least 50% in the supplementary examination to pass the module.

However, this arrangement will not affect students who write the **aegrotat examination (that is, an examination given to people who were ill and whose condition is supported with a medical certificate)**. Their year mark will count towards their final mark.

4. ETHICAL BEHAVIOUR AS A STUDENT

4.1 *Plagiarism*

Plagiarism is the act of taking words, ideas and thoughts of others and using them as if they were your own. It involves a number of dishonest academic activities such as copying the work of other students, copying from textbooks or study guides without giving the source, copying in the examination, etc.

The *Disciplinary Code for Students* (2004) is given to all students at registration. You are advised to study the Code, especially Sections 2.1.13 and 2.1.4 (2004:3-4). Kindly read the University's *Policy on Copyright Infringement and Plagiarism* as well.

4.2 *Referencing techniques and citing of sources*

There are basically two ways of referencing: in footnotes or within the text (the Harvard method). The Harvard method is the preferred method applied in the Department of Criminology and Security Science must be used consistently.

We hope that you will enjoy your studies and we wish you every success.

