

## Assignment 5

**File Name: 9ssA5**

**Total Marks: /41 = %**

**Part A:** Use the information from the pages you have read in the textbook and the course web pages to answer the following questions. Type the letter of the **best** answer in the brackets provided.

- < > 1. Providing “closed captioning” for the deaf and providing federal government services in both English and French are examples of which of the following?
- A. justice
  - B. fair
  - C. freedom
  - D. equity

Read the following information and answer the question that follows.

### **Canada’s Justice System**

- 1. *A criminal record is created for most offenders.*
- 2. *Going to court is the usual consequence for breaking the law.*
- 3. *This defines the consequences for 12 to 17 year olds in trouble with the law.*
- 4. *The privacy of young offenders is protected; their names may not be published.*
- 5. *Young people 14 years of age and older who have committed serious crimes may receive adult sentences.*

- < > 2. Which of the points above describe **best** the Youth Criminal Justice Act (YCJA)?
- A. Points 1, 2, and 5
  - B. Points 2, 3, and 4
  - C. Points 1, 3, and 4
  - D. Points 3, 4, and 5

- < > 3. Which of the following terms is matched correctly with its definition?
- A. Criminal record – help in the community performed as part of a sentence
  - B. Community service – a permanent record of breaking the law that is public information
  - C. Sentence – a consequence for a crime determined by a court of law
- < > 4. Which of the following is **not** one of the rights you have if you are arrested?
- A. To remain silent
  - B. To have your parents with you during questioning
  - C. To speak to a lawyer, parent, or guardian
  - D. To be released as quickly as possible
- < > 5. A Youth Justice Committee is a group of volunteers. What is the function of this type of committee?
- A. To advise the judge about the young offender's guilt or innocence
  - B. To work with a young offender to determine an appropriate consequence
  - C. To decide whether a young offender will be charged or not
  - D. To use evidence in court to show that someone has broken the law
- < > 6. Who is the first person a young person encounters if a law has been broken?
- A. Judge
  - B. Social worker
  - C. Prosecutor
  - D. Police officer
- < > 7. If charges are placed against a young offender, what is the next course of action?
- A. The judge will decide on the sentence for the young offender.
  - B. The young offender will appear in court to enter a plea before a judge.
  - C. The prosecutor will present evidence to the court of the law being broken.
  - D. The judge or jury makes a decision about the offender's guilt or innocence.

- < > 8. Which of the following is **not** one of factors used to determine the consequences a young offender will face?
- A. The education of the young person
  - B. The seriousness of the offence
  - C. The history of the young person
  - D. The attitude of the young person
- < > 9. To have young offenders explain their actions to the person they wronged and replace or repair the property that was damaged is an example of which objective of the *Youth Criminal Justice Act* (YCJA)?
- A. To prevent crime by addressing the circumstances underlying the young person's behaviour
  - B. To ensure meaningful consequences for young people to promote the long-term protection of society
  - C. To recognize the reduced level of maturity of young people
  - D. To rehabilitate young persons who commit offences
- < > 10. To instill positive behaviours and attitudes is to
- A. reprimand
  - B. prosecute
  - C. reintegrate
  - D. rehabilitate

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**Part B:** Type your responses between the blue brackets provided.

1. Using your own dictionary (or using an online dictionary), define the following terms. (5 marks)

a) verdict –

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b) restitution

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c) compensation –

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d) probation –

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e) fine –

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2. Read the case studies below. As you read each case study, **identify the victim of the crime, the nature of the crime, and the severity of the crime.**

### Case Study 1

*Late one summer, John Smith attended a party at a friend's house. At the time, Smith was 16 years old and was looking forward to returning to high school the next month.*

*During the party, at which both drugs and alcohol were consumed, an argument broke out between some friends of the accused and some uninvited young men who had shown up around 11:30 p.m.*

*When the accused attempted to intervene, he was confronted by one of the uninvited young men. In retaliation, Smith punched the young man, causing the young man to fall and strike his head. Smith was charged with assault causing bodily harm.*

### Case Study 2

*While at the mall with a group of friends, Jasmine saw a sweater that she had seen in a magazine. It would be perfect for her to wear at an upcoming family event. The problem was that the sweater cost considerably more than she could afford.*

*She decided to try on the sweater anyway. It was a perfect fit! Her friends all told her how amazing the sweater looked on her and that she just had to have it.*

*When Jasmine stated sadly that she could not afford it, some of her friends offered to distract the sales people in the store so that she could slip the sweater into her bag. After much thought, Jasmine agreed. As she headed out of the store, the alarm sounded. She had been caught.*

### Case Study 3

*When A.J. got his driver's licence, he could not wait to take his friends out for a drive.*

*On a Saturday evening in the spring, A.J. and a group of his friends piled into a car and headed from Lacombe toward Leduc. When the vehicle pulled up to a stoplight, a sports car filled with another group of teens pulled up alongside. As both drivers waited for the light to turn green, they began to rev their engines. When the light turned green, the sports car accelerated quickly. Not to be outdone, A.J. stepped on the gas and, with squealing tires, his car followed in hot pursuit. The two cars sped down the road reaching speeds well above the speed limit. Suddenly, another car turned the corner into the path of the speeding cars. Swerving to avoid a collision, A.J.'s car hit the curb, flew across a lawn, and smashed into the front of a house.*

*Luckily, A.J. and his friends received only minor injuries, but the front end of the car he was driving was destroyed. The house received damage costing several thousands of dollars.*

A) Select **one** of the case studies provided. Identify your choice in the brackets below.

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B) Review the factors used to determine consequences for young offenders in Activity 1 of this workbook. Identify the criteria **you** will use to help you make a decision as to what would constitute a fair and reasonable consequence for the young offender in your chosen case study. **You must have at least 3 criteria in your list. (3 marks)**

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C) Outline the consequence(s) that you have decided upon for the young offender in your chosen case study. Explain why the consequence(s) you have chosen is (are) most appropriate for the situation. **(5 marks)**

→ Remember that the consequence(s) must balance the interests of

- the youth who committed the crime (including the freedom, well-being, and long-term prospects of the youth)
- the victim of the crime (including security, well-being, justice)
- society (including security, well-being, justice)
- criminal justice system (including ability to protect society and youth, self-protection, effectiveness, cost)

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3. Review the information in Activity 2 regarding the effects of having a youth record on an offender's future. Describe **three** of these effects. (3 marks)

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4. Review the definitions of *fair* and *equitable*. Answer the following question in a well-written essay. (15 marks)

**To what extent is the justice system fair and equitable for youth?**

Be sure to read the *Writing Position Essays* and *Answering "To What Extent" Questions* tutorials before beginning this assignment. These tutorials may be found in the **Toolkit**.

Your essay requires all of the following items.

- An introductory paragraph in which you have stated your position clearly, introduced the reasons for your position, and identified various perspectives/viewpoints on the issue
- Two or three body paragraphs in which you explain and support **two or three reasons** for your position
- A concluding paragraph in which you restate your position on the issue and summarize your main points

Be sure to read the scoring criteria below to ensure your understanding of how this essay will be evaluated.

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### Scoring Criteria:

<i>You have . . .</i>	<b>Content (x2)</b>	<b>Communication</b>
<b>5 Excellent</b>	<ul style="list-style-type: none"><li>• provided thoughtful ideas and thorough explanations</li><li>• provided specific, relevant, and accurate support for your ideas</li><li>• explored various viewpoints, perspectives, and/or values in a deliberate manner</li></ul>	<ul style="list-style-type: none"><li>• written clearly, accurately, and effectively with well-organized ideas</li></ul>
<b>4 Proficient</b>	<ul style="list-style-type: none"><li>• provided meaningful ideas and appropriate explanations</li><li>• provided relevant and appropriate support for your ideas</li><li>• explored various viewpoints, perspectives, and/or values in a purposeful manner</li></ul>	<ul style="list-style-type: none"><li>• written in an organized way with effective vocabulary</li></ul>
<b>3 Satisfactory</b>	<ul style="list-style-type: none"><li>• provided straightforward ideas and general explanations</li><li>• provided general and adequate support for your ideas</li><li>• explored various viewpoints, perspectives, and/or values in a straightforward manner</li></ul>	<ul style="list-style-type: none"><li>• written satisfactorily (Minor errors do not interfere with the message.)</li></ul>
<b>2 Limited</b>	<ul style="list-style-type: none"><li>• provided limited ideas with simplistic or unnecessary explanations</li><li>• provided obvious, simplistic, and/or irrelevant support for your ideas</li><li>• explored various viewpoints, perspectives, and/or values in a superficial or ambiguous manner</li></ul>	<ul style="list-style-type: none"><li>• written unclearly perhaps with inappropriate vocabulary (Major errors interfere with the message.)</li></ul>
<b>1 Poor</b>	<ul style="list-style-type: none"><li>• provided few or no ideas or explanations</li><li>• provided superficial, irrelevant, or incomplete support for your ideas</li><li>• explored various viewpoints, perspectives, and/or values in an abrupt or uninformed manner</li></ul>	<ul style="list-style-type: none"><li>• written unclearly with disorganized ideas (Many errors interfere with the message.)</li></ul>

**Total Assignment: /41 = %**

**Submit your completed assignment for marking.**