

**THE DEVELOPMENT OF A PRO FORMA DOCUMENT FOR USE IN
POLICE RAPE INVESTIGATIONS IN SOUTH AFRICA**

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ABSTRACT

This research developed a pro forma document for use in police rape investigations in South Africa. The immediate context for the research is the alarmingly high incidence of rape in South Africa. The rape statistics vary to an extent, largely due to the fact that a large proportion of the rapes that occur in South Africa are not reported to the police. These statistics expose the limited success of the South African Police Services (SAPS) in terms of investigating rape cases in this country, as well as the public perception of the effectiveness of the South African Police Services in this regard as evidenced by the non or under-reporting of rape in South Africa.

The pro forma document is an investigative tool designed to standardise and systematise rape investigations by providing set guidelines for obtaining the essential information about each rape case. This is a prerequisite for offender profiling, which involves predicting the relationship between offence and offender variables.

Profiling can only be successful if the investigator obtains all the information about a crime. Hence the pro forma document, as an investigative instrument designed to access essential information about a crime, is a key requirement for the development of informed and accurate profiles of offenders. As a standardised form, the document will allow for systematic and thorough rape investigations in South Africa.

The researcher employed the qualitative methodology of action research. This entailed involving

the participants in all stages of the research process. The data was collected by means of focus group interviews with detectives from the Serious and Violent Crimes Unit and the Child Protection Unit in Grahamstown. Additional sources of data were various investigative documents that originated from a number of different countries. Analysis of the data followed a number of procedural steps specifically suggested for focus group interview research and involved a process of coding. The codes identified during the analysis provided the foundation for the items that were included in the pro forma document. In keeping with the action research approach, the participants were called upon to evaluate the progress of the research after the initial data collection and analysis were completed, and a draft version of the pro forma document had been compiled. This feedback provided another source of data which contained suggestions for amendments to the pro forma document which the researcher implemented.

The research process was hindered to a certain extent by the unpredictable nature of police work which influenced the data gathering procedure. This could point to a possible limitation of the research. Furthermore, the aim of the research was to develop a pro forma document for use in rape investigations in South Africa. This aim did not encompass marketing the document. Herein lies another possible limitation of the research in that the document has not yet been used and tested in real cases. A discussion of the research process includes issues involved in practically implementing the pro forma document in rape investigations.

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NOTE ON TERMINOLOGY

1. The term “victim” is used with regards to a woman who has been raped in preference to the term “survivor” that is preferred by most rape support organisations. The reason behind this is that it is accepted that a woman who has been raped remains a victim until she has had the opportunity to access the psychological resources that acknowledge her experiences and support and encourage her physical and psychological recovery. It is at this stage only that the rape victim becomes a survivor of rape and re-enters society as a complete and fully functioning individual. This process is of course assisted by the apprehension of the perpetrator. The person who first enters the police station to report that she has been raped is a *victim* of an horrific experience. This preliminary investigative stage is the focus of this research.

2. This report refers to the criminal offender as “he”. This is in keeping with the most influential theorists in the field of criminal profiling who maintain that the majority of serious sexual offenders are male (Douglas & Olshaker, 1996, 1998; Geberth, 1996; Ressler & Schachtman, 1992; Turvey, 1995, 1996, 1998).

CONTENTS

	Page No.
ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iv
NOTE ON TERMINOLOGY.....	v
CONTENTS.....	vi
LIST OF APPENDICES.....	xi
 CHAPTER ONE : INTRODUCTION.....	 1
 CHAPTER TWO : CONCEPTUAL FRAMEWORK.....	 7
 2.1 Introduction.....	 7
2.2 Applications of Investigative Psychology.....	9
2.3 Profiling.....	11
2.3.1 Historical Context.....	11
2.3.2 Criminal Profiling.....	13
2.3.3 Profiling and the Criminal Investigation.....	15
2.3.4 Profiling the Psychological Traces.....	17
2.3.4.1 Modus Operandi.....	18
2.3.4.2 Signature Behaviour.....	24
2.3.4.3 Victimology.....	25
2.3.4.4 Offender Traces.....	25

2.3.4.5	Crime Scene Information.....	27
2.3.5	Profiling: Offender Location Systems.....	28
2.3.6	Profiling: Science or Art?.....	30
2.4	Summation.....	34
2.5	Investigative Psychology in the South African Context.....	35
2.6	Rape in South Africa.....	38
2.6.1	Research on Rape in South Africa.....	40
2.7	Factors Influencing Profiling in Rape Investigations.....	41
2.7.1	The Victim.....	41
2.7.2	The Rapist.....	44
2.7.2.1	The Power Reassurance Rapist.....	44
2.7.2.2	The Exploitative Rapist.....	44
2.7.2.3	The Anger Rapist/Anger Retaliatory Rapist.....	45
2.7.2.4	The Sadistic Rapist.....	45
2.8	Profiling in the context of Information Technology.....	46
2.9	Summation.....	49
2.10	Conclusion.....	50
CHAPTER THREE : METHODOLOGY.....		51
3.1	Methodological Framework.....	51
3.1.1	Research Questions Appropriate to Action Research.....	52
3.1.2	Action Research and the Relationship between the Researcher and the Participants.....	53

3.1.3	The Evaluative Aspect of Action Research.....	54
3.1.4	The Iterative Nature of Action Research.....	54
3.1.5	Action Research and the Present Research.....	55
3.2	Research Question.....	56
3.3	Aim of Research.....	56
3.4	Sampling.....	57
3.5	Data Collection.....	58
3.5.1	Focus Group Research.....	58
3.5.2	Application of Focus Group Interviews.....	60
3.5.3	Multi-method Approach.....	61
3.6	Data Analysis.....	63
3.7	Evaluation.....	66
3.8	Validity.....	68
3.8.1	Validity and the Research Process.....	68
3.8.2	Validity and the Research Findings.....	71
3.9	Reliability.....	71
3.10	Ethical Considerations.....	72

CHAPTER FOUR : RESULTS.....	74
4.1 Presentation of Findings.....	74
4.2 Synopsis of Findings.....	76
4.2.1 Content.....	77
4.2.1.1 Victim-Offender Interaction.....	77
4.2.1.2 Verbal Interaction.....	77
4.2.1.3 Modus Operandi.....	78
4.2.1.4 Signature Behaviour.....	79
4.2.1.5 Relationship to Victim.....	80
4.2.1.6 Crime Scene Information.....	80
4.2.1.7 Perpetrator Information.....	81
4.2.1.8 Victim Information.....	82
4.2.1.9 Practical Procedures.....	84
4.2.1.10 Context of the Crime.....	85
4.2.1.11 Description of the Event.....	85
4.2.1.12 Witnesses.....	86
4.2.1.13 Psychological Support.....	86
4.2.1.14 Forensics.....	87
4.2.2 Process.....	88
4.2.2.1 Approach of Police Officer to whom Crime is First Reported.....	88
4.2.2.2 Approach of Investigating Officer.....	88
4.2.2.3 Interviewing Techniques.....	90

4.2.2.4	Current Rape Investigations in South Africa.....	90
4.2.2.5	Use of the Pro Forma Document.....	91
4.2.2.6	Practical Implementation of the Pro Forma Document.....	92
4.2.2.7	Resistance to the Pro Forma Document.....	92
4.3	Suggestions for Improving the Pro Forma Document.....	93
CHAPTER FIVE : DISCUSSION.....		94
5.1	Potential Limitations of the Research Process.....	94
5.2	Methodological Issues.....	95
5.3	Towards a Systematic Approach to Rape Investigation.....	97
5.4	The Pro Forma Document and Investigative Support Systems.....	99
5.5	Implementation of the Pro Forma Document in Rape Investigations.....	101
5.6	Implications of the Pro Forma Document.....	103
5.7	Issues involved in implementing the Pro Forma Document.....	104
5.8	Conclusion.....	105
REFERENCES.....		110

LIST OF APPENDICES

APPENDIX	TITLE
1	Focus Group and Interview Schedules
2	Transcript One
3	Transcript Two
4	Extracts from the Imago Questionnaire
5	Extracts from the Serious Sexual Offences Investigative Techniques Training Manual
6	VICLAS Document
7	Pro Forma Document

CHAPTER ONE

INTRODUCTION

Twelve thousand people were murdered in South Africa over the past 12 months. This translates into one thousand people being murdered every month, or approximately 30 people being murdered every day. The rape statistics are even more alarming: 1.6 million women and children were raped or sexually assaulted over the past 12 months. This means over 130 000 women and children are raped or sexually assaulted each month - 4 400 per day. Essentially, this translates into 1 woman or child being raped or sexually assaulted every 20 seconds in this country. These figures were quoted during an E-TV documentary entitled *E Files* on Sunday, November 7, 1999. It must be noted, however, that the accuracy of these figures is presently under debate, as evidenced by the many different statistics concerning the incidence of rape that are quoted in the media. Nevertheless, these all point to an unacceptably high incidence of rape in South Africa.

Undoubtedly, South Africa has one of the highest crime rates in the world. Furthermore, a Nedcor Crime Index report issued by the Institute for Security Studies for the period January to February 1998 (Vol 2, No. 1, p. 14) maintains that "the incident of crime is far higher than that reported. In fact, reporting of crime is generally not a very good measure of the precise rate of crime". The same report quotes results from a survey conducted by the Human Sciences Research Council (HSRC) which indicated a particularly high propensity with regards to the under or non-reporting of crimes such as rape and indecent assault. Crimes against women and children are most likely not to be reported - only a third of the rapes which occur are reported.

Disturbing crime statistics such as these, therefore, are inevitably underestimations of the reality of crime that exists in this country.

Crime in South Africa has implications for the perceptions the South African public have on the efficacy of the police and the government's ability to curb the crime, and no doubt contribute to the tendency to not report serious crimes:

South Africans view crime as a grave threat to the well-being of the country. Confidence in government's control over crime is declining and feelings of personal safety are diminishing. Public perception of the severity of the crime problem and the government's inability to solve it increase the likelihood of the non- or underreporting of crime, which can contribute to further decline in confidence of the government.

(Nedcor Crime Index, Vol 2, No. 1, 1998, p.12)

Crimes against women and children are special areas of concern when discussing crime in South Africa. According to a Nedcor Crime Index report for the period July to August, 1998 (Vol.2, No. 4, p. 9) crimes against women and children have increased to such an extent over the past few years that the South African Police Services (SAPS) have declared such crimes a policing priority for 1997, 1998 and 1999. Despite this, however, the statistics indicating occurrence of these crimes have not decreased remarkably. It seems inevitable, therefore, that one must consider the reasons for the prevalence of rape as well as the non-reporting of rape. Consideration of these issues necessarily leads one to an analysis of rape in the context of police investigation of rape, within which lie the reasons that one is searching for:

Factors such as the particularly personal violation of dignity that these crimes entail together with a distrust of the manner in which the police and the criminal justice system deal with such crimes play an important role in the underreporting of these crimes... Rape, domestic violence and child abuse are major threats to women and children and require special attention as a focus area for crime reduction and improved service delivery.

(Nedcor Crime Index, 1998, Vol. 2, No. 1, p. 14)

This points to the growing public awareness that police investigations of serious crimes such as rape are problematic in South Africa, and that more efficient methods for investigating these crimes are desperately needed in order to achieve “crime reduction” and “improved service delivery”. If rape investigations were conducted in ways that ensured successful outcomes in most cases, there would not be such a high incidence of rape in South Africa and victims would be less ambivalent about reporting such crimes. Therefore, it seems that what is needed in the South African Police Services as far as rape investigations are concerned, are specialised investigative tools designed to assist investigators at all levels of the investigation in order to improve the effectiveness of rape investigations and ensure successful outcomes.

Profiling is one such investigative tool. Profiling is an application of a field of Psychology called Investigative Psychology (Canter, 1995). Investigative psychology is concerned with the application of principles of social, environmental, forensic, behavioural, research, community and personality psychology to the analysis of criminal behaviour and criminal investigations (Welman, personal communication, October 1999). Geberth (1996, p. 710) describes a criminal profile as:

...an educated attempt to provide investigative agencies with specific information as to the type of individual who would have committed a certain crime. It involves the preparation of a biographical sketch based upon information taken from the crime scene and victimology which is then integrated with known psychological theory...[profiling] can be a valuable tool in identifying and pinpointing suspects; however, it must be noted that the profile has its limitations. It should be utilized in conjunction with sound investigative techniques...

Similarly, Turvey (1996, p. 1) emphasises the importance of profiling as an investigative tool.

Like Geberth (1996), however, he also insists that profiling can only be successful within the context of a sound investigation:

...a behavioral profile cannot compensate for a lack of investigative skill as it requires investigative skill to compile and implement. It does not promise psychic answers, and it cannot guarantee the complete and positive identification of specific suspects. Its primary roles are to assist the investigator with the development of potential suspects, show insight into offender motives, focus investigative strategy, and finally assist with offender prosecution.

Profiling attempts to answer the question: what can characteristics of the offence reveal about characteristics of the offender? (Canter, 1995). Profiling is dependent on two main elements for its successful usage: the first is comprehensive procedures for obtaining all the essential information about a particular crime; and secondly, profiling is dependent on a good investigation, by which is meant standardised, systematic, thorough and, therefore, comprehensive investigations. Furthermore, profiling informs such comprehensive investigations by focussing the investigator on those essential aspects of a crime that are most likely to indicate the type of person who could have committed the crime, such as: the perpetrator's modus operandi, signature behaviour, the crime scene, and so on. For this reason, obtaining the essential information about these (and other) aspects of a crime is a pre-requisite for criminal profiling in that it provides the foundation for determining the link between the characteristics of the crime and the characteristics of the offender.

Failure to obtain the essential information is often a problematic feature of rape investigations in South Africa. The researcher had experience of this in a recent rape case in which the investigating officer failed to obtain essential information about the details of a sexual assault because he claimed it was inappropriate to ask such embarrassing and awkward questions. Essentially, this meant that the case could only be superficially investigated which inevitably precluded the possibility of successfully profiling the essential aspects of the case.

The term *pro forma* refers to prescribing a set form or procedure - performed in a set manner. The present research aims to develop a pro forma document for use in police rape investigations. The document will set out items which will refer to all the essential information an investigator of a rape case needs to obtain about the crime in order to successfully investigate the case and construct a profile of the type of person who would commit the crime. This pro forma document will be an investigative tool designed to improve rape investigations in South Africa in the following ways:

- The items it will contain will be a comprehensive list of the essential information police officers need to be equipped with in order to commence a rape investigation and follow it through successfully.
- It will standardise rape investigations by providing a model that all police officers involved in investigating rape cases can follow in a more or less similar manner.
- Obtaining the essential information about the details of the case as prescribed in the pro forma document is the beginning of a systematic and thorough investigation.
- The pro forma document will provide a good foundation for profiling each rape case because the information it contains will be exhaustive, and because of the implications it will have for the investigative process.

Ultimately, computerised investigative support systems are the way forward in terms of ensuring global efficiency in police investigations. These systems utilise data bases of known offenders to identify suspects, predict offender locations, ascertain links between crimes, provide instant details about specific and unique cases, etc. Such systems are available in other countries, for example: VI-CAP used by the FBI; VICLAS used by the Royal Canadian Mounted Police and HITS used by the police in Seattle. (These will be discussed in more detail in Chapter Two.)

The pro forma document is the starting point for the development of a data base of rapists in South Africa. It will equip the investigating officer with the essential information necessary to construct a profile of the rapist. This can be entered into a data base which, with the help of sophisticated, computerised investigative support programmes, can produce information about various aspects of the crime and the criminal.

This research focusses on the development of a pro forma document for use in police rape investigations in South Africa. As such, it aims to standardise and ensure systematic investigations of rape cases by obtaining all the essential information necessary for the construction of a comprehensive profile of the offender. This provides the foundations for computerising police functions in this country through the development of data bases of sex offenders.

CHAPTER TWO

CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

For two decades spanning the 1940's and the 1950's, New York was tormented by a series of bomb explosions. The bombs were home-made devices which were planted in various locations, including the subway, cinemas and public telephone booths. Some of the bombs were found unexploded. Most, however, went off as planned, injuring dozens of people - many seriously.

George Metesky became known as the "Mad Bomber". He was a man who had a grudge against a New York company known as Consolidated Edison Company - the city's supplier of electric power. Metesky wrote many letters to the press during his reign as the Mad Bomber accusing the company of "dastardly deeds" (Brussel, 1968, p. 26). Unable to solve the case and under intense public pressure, the New York City Police, in a moment of desperation, contacted Dr James Brussel, a psychiatrist attached to the New York State Department of Mental Hygiene. Dr Brussel had a reputation for deducing the characteristics of a criminal based on her/his criminal activities - a practice which is known today as criminal profiling.

Based on careful scrutiny of the details of the case, Brussel (1968, pp. 39-51) came up with the following character sketch of the Mad Bomber which he presented to the New York City Police detectives investigating the case:

He's middle-aged...He's symmetrically built. Perpendicular and girth development in good ratio. Neither fat nor skinny...suffering from paranoia...distrusted and despised male authority...unmarried. Quite possibly he was even a virgin. He had no friends, male or female. A loner...he was in all likelihood pleasantly courteous to everybody...He lived alone - or, perhaps with some older female relative who reminded him of his mother...the odds are he's a Roman Catholic - and this would mean he's a regular attendant at a Catholic church, as he is regular in his habits...when you catch him...he'll be wearing a double-breasted suit...buttoned.

When the police eventually identified George Metesky as the Mad Bomber and arrested him at his home, he appeared wearing "a blue pin-striped double-breasted suit. It was buttoned" (Brussel, 1968, p. 70).

Dr Brussel's remarkably accurate and descriptive profile of the Mad Bomber provides a framework for investigative psychology in its purest form. David Canter is the Director of the Centre for Investigative Psychology at Liverpool University in the United Kingdom. He introduced the term "investigative psychology" in 1984 based on his experiences as a psychologist assisting the police in criminal investigations (Canter, 1995). Investigative psychology is an applied field of psychology which involves the application of psychological principles to criminal investigations. It considers the basic premises of psychology in terms of the insight they can provide into the psyche of a criminal. Furthermore, investigative psychology draws on various trends within the discipline of psychology itself, for example, social psychology, personality theories, behavioural psychology, organisational psychology, environmental psychology and so on.

This chapter provides a context within which the research can be located. It explores the field of investigative psychology through an in-depth consideration of one of its primary applications, namely profiling. Furthermore, it considers profiling within the South African context in terms of a critical evaluation of the use and potential value of investigative psychology in the South African Police Services. It includes an analysis of how to increase the efficiency of criminal investigations, specifically rape investigations, through the use of investigative support systems such as profiling and computerised data bases. This provides the framework for the aims of this research.

2.2 APPLICATIONS OF INVESTIGATIVE PSYCHOLOGY

Welman (personal communication, September 1999) defines investigative psychology as:

The application of principles of environmental, forensic, clinical, research, community and organisational psychology to the analysis, prediction and investigation of *criminal behaviour* and *criminal investigation*.

This definition points to the very broad area that investigative psychology encompasses. For example, applications of principles of social psychology to crime analysis would consider the influence of the social environment of the criminal as a primary determinant of his criminal behaviour. This has particular relevance for the South African context. An exceptionally large proportion of the South African population live in socio-economic conditions that invariably foster criminal behaviour, for example poverty, unemployment, and extremely high levels of violence that exist within many communities and which people (including children) are exposed

to daily. Furthermore, a social psychological perspective would consider the effect the physical environment has on the development of the criminal. For example, there are hundreds of thousands of people living in informal settlements throughout South Africa. The people in these settlements live in conditions of extreme poverty. There are no municipal services to these areas such as refuse removal and sewerage systems. These sorts of conditions are breeding grounds for disease and do not provide the kind of healthy environment that motivates people to respect the area in which they live. A social psychologist would argue that criminal behaviour that reflects an attitude of disrespect and a lack of caring for property and other human beings has its roots in such an environment, and that this inevitably nurtures destructive, angry behaviour. Social psychology sees the causes of, and hence the solution to, criminal behaviour as emerging from the environment and the interpersonal relationships that comprise the environment.

This is one illustration of how psychological principles can be applied in the analysis of *criminal behaviour* within a framework of investigative psychology. Another area which falls within the field of investigative psychology, and which is no doubt its most popular application, is profiling. Profiling is a tool which applies investigative psychology principles in *criminal investigations*. Profiling entails drawing on various theoretical models in psychology (for example, forensic psychology, personality theories, phenomenology, behavioural psychology) and applying these to criminal investigations in an effort to unveil and explore the personality and behaviour of the criminal.

2.3 PROFILING

2.3.1 HISTORICAL CONTEXT

Profiling implies a consideration of the motivations and behaviour of the criminal in the context of a criminal investigation. This places it historically within the realm of criminological studies and theory around Criminology. Schmalleger (1996, p. 13) defines Criminology as “the scientific study of crime and criminal behavior, including their manifestations, causes, legal aspects and control”. He cites another well-known criminologist, Clarence Ray Jeffery, who attributes three components to the field of Criminology: “...(1) detection (of the offender), (2) treatment, and (3) explaining crime and criminal behaviour”. It is precisely these “manifestations” of criminal behaviour and Jeffery’s explanations of crime and criminal behaviour (in Schmalleger, 1996) that are the precursors of profiling, and which cement it within this particular historical context.

Criminology is the scientific study of the nonlegal aspects of crime...In its wider sense, embracing penology, it is thus the study of the causation, correction, and prevention of crime - seen from the viewpoints of such diverse disciplines as ethics, anthropology, biology, ethology (the study of character), psychology and psychiatry, sociology, and statistics. Whereas the traditional legal approach to crime focusses on the action of crime and the protection of society, criminology focusses on the person of the criminal and the essential interests of the individuals of whom society consists.

(Encyclopaedia Britannica, 1995, CD-ROM)

Criminology provides a historical context for profiling criminals in that it considers the behaviour of the criminal as important in respect of the crime. Profiling takes this further, however, and interprets the behaviour of the criminal by applying psychological principles to criminal investigations. This then informs a profile of the type of individual who would commit a certain type of crime.

Generally, criminological theory provides a poor reference base when located within the framework of profiling criminals. Whereas the latter requires quite specific psychological insight and application, Criminology tends to view the criminal's behaviour from a sociological perspective in terms of the impact of criminal behaviour on society, and social origins of criminal behaviour. In so doing, it neglects the role of the *criminal* in criminal activity and opens up a space for profiling. Thus, although profiling can be seen as conflicting with Criminology, the discipline of Criminology, as a field which focuses on crime and criminal behaviour, provides an appropriate historical context out of which profiling can emerge.

Personality profiling dates back to the Second World War when the psychiatrist William Langer was employed to profile Adolf Hitler (Geberth, 1996). The year 1957 appears to have been a watershed year in the tradition of criminal profiling. January 20, 1957 was the day George Metesky - better known as the Mad Bomber - was arrested for planting bombs around the city of New York over a period of sixteen years. Dr James Brussel steered the police in the correct direction through his amazingly accurate profile of the Mad Bomber. Since then profiling has become an increasingly popular investigative tool in police investigations. Geberth (1996, p. 707) maintains:

Professional investigators soon realized that the participation of psychiatrists and psychologists with the necessary experience and background to assist the police was a practical and logical procedure in specific criminal investigations. Use of profiles, however, remained sporadic until 1978, when the FBI established a *Psychological Profiling Program* within its Behavioral Science Unit in Quantico, Virginia.

Profiling is a valuable investigative tool that is currently applied in investigating various types of crimes and criminals.

2.3.2 CRIMINAL PROFILING

Criminal profiling has been the inspiration for many Hollywood film scripts - *Silence of the Lambs*, *Seven*, *Copcat*, *Profiler*, *Cracker* are just some examples. Jodie Foster has become the ultimate model for would-be profilers, and the character of Hannibal Lector has provided the perfect criminal mind to profile. The reality, however, is not as simple Hollywood suggests. Real life crime investigators do not have access to the criminal mind in such a sterile, clinical way. Profiling in a real context involves immersing oneself in the crime in order to access the criminal's psyche. In fact, Douglas & Olshaker (1996, p. 25) maintain that profiling demands that the investigator "put [her/himself] in the position of the hunter".

Profiling is concerned with the relationship between offence variables and offender variables in that it attempts to answer the question: what can facets of the crime (offence variables) tell us about facets or characteristics of the criminal (offender variables). This relationship between offence variables and offender variables is explored through Canter's notion of "criminal shadows" (1995, pp. 4-5):

To find ways of focussing police investigations the answer to a fundamental question must be found: what does a criminal reveal about himself by the way he commits a crime? A criminal may reveal what shoes he was wearing from his footprints. His blood-type can be determined from any body fluids left at the scene. But as well as these *material* traces, he also leaves *psychological* traces, tell-tale patterns of behaviour that indicate the sort of person he is.

The profile of George Metesky - the Mad Bomber - discussed previously provides an example of how a criminal's shadows can provide insight into her/his character. Dr Brussel engaged with the traces which the Mad Bomber left behind and through this was able to reveal aspects of the bomber's character. For example, Brussel perused the letters the Mad Bomber had written to

various newspapers. He deduced from the bomber's handwriting that he was a very neat person, perhaps bordering on obsessive. The content of the letters pointed to a very paranoid person who believed more and more that the world was against him. This led to profiling the bomber's age - Brussel maintained that the bomber was probably middle-aged because "paranoia develops slowly. It doesn't usually erupt in full force before the person is thirty five" (Brussel, 1968, p. 39). These are just some of the shadows which the Mad Bomber cast which enabled Dr Brussel to construct the profile he did. The fact that the profile was so accurate, down to the clothing the bomber would be wearing when arrested, can only be ascribed to incredible confidence and a remarkable leap of faith on the part of Dr Brussel!

In criminal investigations, profiling involves the investigator in a process of trying to interpret and make sense of these criminal shadows. It requires the investigator to dialogue with the crime scene in an effort to uncover and explore the criminal shadows hidden within it. Canter (1995, p. 5) asserts:

...these traces...are like shadows which undoubtedly are connected to the criminal who cast them, but they flicker and change, and it may not always be obvious where they come from. Yet, if they can be fixed and interpreted, criminals' shadows can indicate where investigators should look and what sort of person they should be looking for.

A criminal profile formalises these criminal shadows. Rossmo (1998, p. 199) explains:

The purpose of criminal profiling is the development of a behavioral composite, a social and psychological assessment, of the perpetrator of certain types of crimes. This is based on the premises that the proper interpretation of crime scene evidence can indicate the personality type of the individual(s) who committed the offense. Certain personality types exhibit similar behavioral patterns, and knowledge of these patterns can assist in the investigation of the crime and potential suspects.

Profiling is most productive in crimes in which the offender displays some sort of psychopathological behaviour. These include: serial murder, serial rapes, mutilation of the victim, child molestation, serial arson and rape (Geberth, 1996; Turvey, 1998). Moreover Geberth (1996) posits that a profile of the offender in investigation of these offences can indicate various characteristics about the offender, including: age, sex, race, marital status, employment status, emotional adjustment, motive, lifestyle, etc.

2.3.3 PROFILING AND THE CRIMINAL INVESTIGATION

Profiling is only successful if accompanied by thorough and competent investigative techniques. (Canter, 1995; Geberth, 1996). Gus Sunde, a detective in the East Rand Murder and Robbery Squad in Gauteng, South Africa, vehemently argues that “profiling cannot take the place of a good investigation” (Sunde, personal communication, July 1999). Applying psychological principles within the context of a good investigation lays the foundation for the construction of an accurate profile (Geberth, 1996).

Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) supports this:

Behavior profiling can be a forensic tool... It is, however, not the only forensic tool that should be used in the course of an investigation...Any behavioral profile is only as good as the lab that collected and examined the physical evidence, and only as effective as the investigators charged with acting on, and extrapolating from, information provided by the behavioral profile. Additionally, a behavioral profile cannot compensate for a lack of investigative skill, as it requires investigative skill to compile and implement. It does not promise psychic answers and it cannot guarantee the complete and positive identification of specific suspects. It's primary roles are to assist the investigator with the development of potential suspects, show insight into offender motives, focus investigative strategy, and finally assist with offender prosecution.

Profiling, therefore, is an invaluable investigative accompaniment - it cannot replace a thorough and systematic investigation. In fact, a sound investigation is a necessary condition for the development of a comprehensive profile.

Geberth (1996) and Turvey (1998) both emphasise the importance of an exhaustive investigation in constructing a criminal profile. The basis of a good investigation is obtaining essential information. Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) maintains that a comprehensive investigation involves:

1. Complete crime scene photographs
2. Neighborhood racial, ethnic and social data
3. Complete Medical Examiner's autopsy protocol
4. Map of the victim's travels prior to the offence
5. Complete investigation report of the incident
6. Complete background of the victim

This reveals the potential limitations of profiling if not incorporated into a thorough investigation. Profiling depends to a large extent on the individual investigator investigating a particular crime. Furthermore, one's personal assumptions and attitudes inevitably influence the situations one engages in. The psychological traces (Canter, 1995) which the criminal unconsciously leaves behind at the crime scene have their counterpart in the unconscious psychological processes which inform the way the investigator approaches the crime - they are unconscious processes which influence the way one engages with the world. Turvey (1995, p.1) maintains that this is one of the "pitfalls" of profiling:

The offender is described in terms that express the investigator's understanding of the motivation behind offender's behavior. This can be very subjective and may be misleading to an investigative effort to understand an offender and link him to another crime.

For this reason, Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) suggests that the criminal investigator who employs criminal profiling as an investigative tool be cross-trained in several disciplines. He argues that although an expert knowledge of each is not required, the profiler should have an adequate understanding and appreciation of the following:

- Psychology - being the study of individual behavior
- Sociology - being the study of groups and groups being composed of individuals
- Criminalistics - a scientific study of recognition, collection and preservation of physical evidence
- Forensic pathology - incorporating medical principles with legal aspects

These disciplines provide the criteria which guide the criminal profiler's interpretation of the crime, thus limiting the opportunity for the investigator's own presumptions to bias the investigation.

2.3.4 PROFILING THE PSYCHOLOGICAL TRACES

Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) refers to "investigatively relevant inferences" with regard to profiling an offender's psychological traces. These are inferences about the offender based on the psychological traces which he has unwittingly revealed. The following are the most important psychological traces the investigator is confronted with when constructing a profile of an unknown offender.

2.3.4.1 Modus Operandi

John Douglas is notably the FBI's first criminal profiler. He was also the first person to differentiate modus operandi from signature behaviour. (This will be detailed later in this chapter). According to Douglas & Olshaker (1996, p. 251):

Modus operandi - MO - is learned behavior. It's what the perpetrator does to commit the crime. It is dynamic - that is, it can change...For example, you wouldn't expect a juvenile to keep committing crimes the same way as he grows up unless he gets it perfect the first time. But if he gets away with one, he'll learn from it and get better and better at it. That's why we say MO is dynamic.

Thus, a criminal profiler attempting to interpret the MO of an offender would consider: weapons used; how the victim was killed; if the victim was raped, exactly how - different positions and sexual acts and foreign objects if they were used; how the offender approached the victim; how the offender left the crime; the time of day of the offence; the location of the offence; and so on (Douglas & Olshaker, 1996; Geberth, 1996; Ressler & Schachtman, 1992; Turvey, 1998). One can see how it is possible for an offender's MO to change: for example, the type of weapons the offender uses may be dependent on what is available at the crime scene and this will no doubt change from crime to crime.

The modus operandi the offender employs provides insight into his character: the criminal's behaviour during the crime is a clue to the processes which the offender went through whilst planning and committing the crime. A useful framework for interpreting an offender's MO is provided by typologies.

The construction of typologies with reference to criminals and criminal behaviour is a popular phenomenon. In terms of profiling, a typology provides a useful tool for understanding a criminal's behaviour, the motivations and meaning behind the behaviour, and what this reveals about the person of the criminal - which inevitably assists in creating a profile about that particular individual.

The Behavioral Science Unit of the Federal Bureau of Investigation (FBI) in the United States of America has compiled various typologies of offenders which are designed to assist the criminal investigator in compiling the criminal profile. Moreover, these typologies provide frameworks in terms of certain criteria which the investigator should consider when profiling in order to focus the investigator on the facts of the case.

The typologies that Robert Ressler, John Douglas, and other renowned members of the FBI's Behavioural Science Unit developed for classifying offenders distinguishes between organised and disorganised offenders (Douglas & Olshaker, 1996; Geberth, 1996; Ressler & Schachtman, 1992). Whether an offender can be classified as an organised or a disorganised offender provides insight into the kind of person who committed the crime. This will be illustrated by reference to actual cases. First, however, a word of caution about classifications and typologies.

It is essential that the criminal investigator approach these typological classifications of offenders extremely cautiously when employing them in profiling. It is seldom the case that one offender can be classified exclusively within one typology. Indeed, Ressler & Schachtman (1992, p. 180) explain this classification:

The organized versus disorganized distinction became the great divide, a fundamental way of separating two quite different types of personalities who commit multiple murders. As with most distinctions, this one is almost too simple and too perfect a dichotomy to describe every single case. Some crime scenes, and some murderers, display organized as well as disorganized characteristics, and we call those 'mixed'.

Typologies that assist investigators in narrowing the list of potential suspects such as the organised/disorganised typology does, also serve to bridge the communication gap between police officers who investigate crimes, and psychological experts who analyse the crimes in order to assist the investigators in constructing profiles of the offenders. Ressler & Schachtman (1992, p. 180) state that "to characterize the types of offenders for police and other local law-enforcement people, we needed to have a terminology that was not based in psychiatric jargon". Turvey (1995, p. 1) supports this and claims that "there is no common language that both the law enforcement community and the mental health community use to describe violent criminal behavior, or to discuss motive and means".

There is no doubt that the notion of typological classifications in criminal profiling is extremely controversial. The usefulness of classifying offenders according to pre-determined categories is hotly debated among key theorists in the field of criminal profiling. The fact remains, however, that, used cautiously, a typology of offender behaviour can point to facets of the offender which in turn can lead to a "narrowed pool of suspects" (Turvey, 1995, p. 2).

Richard Trenton Chase - nicknamed the Vampire Killer - was convicted of the brutal murder of six women. The women's bodies were savagely mutilated, and had been eviscerated, that is the internal organs had been cut out and removed (Geberth, 1996). Organs had been removed, body parts had been cut off and there was evidence that the killer had consumed some of the victim's blood, a practice called anthropophagy (Geberth, 1996). The following excerpt is taken from the case docket which was presented to the FBI for profiling purposes (Geberth, 1996, pp. 714-715):

...a man returned home from work, entered his home and discovered the body of his 22-year-old wife sprawled dead on the bedroom floor. She had been shot as she walked out her front door carrying some garbage bags...The victim's blouse had been pulled up over her chest, her pants forced down to her ankles, and fecal matter (later determined to be human) had been placed into her mouth. The killer, using steak knives taken from the kitchen, had opened up the midsection of his victim and removed her intestines. He then stabbed her through her left nipple. He smeared her blood over his own face and licked his fingers. He then smeared the blood along the inner thighs of the victim. In addition, the victim's blood had been scooped out of her body cavity with a paper cup, which had been discarded at the scene...Later it was determined that the killer had drunk the woman's blood. Certain body parts were taken from the scene along with several steak knives...[In another case] there was evidence of anal sodomy and indications that the killer had stabbed at her rectum with one of the knives. The killer also cut one of her eyes out of the socket with a kitchen knife...When the detectives searched the house, they discovered that the bathtub was filled with bloody water as well as brain matter, feces, and pieces of human entrails.

This is clearly a disorganised crime committed by a very disturbed individual. The modus operandi of the killer provides a clue to the type of person who would commit the crime. Evidence of a disorganised modus operandi suggests a 'disorganised' offender. Disorganised crimes are most often committed by psychotic people (Douglas & Olshaker, 1996; Geberth, 1996). Indeed, the Vampire Killer was psychotic at the time of the murders: "he believed that flying saucers were drying up his blood through some sort of radiation and that in order to survive he had to replenish his supply" (Geberth, 1996, p. 718). Disorganised offenders are generally easy to apprehend - their disorganised behaviour is such that a lot of evidence is often

left behind at the crime scenes, for example footprints, fingerprints etc. Furthermore, in a situation of serial crimes, the disorganised offender will offend again quite soon after the previous offence leaving more evidence for investigators to work with (Douglas & Olshaker, 1996; Geberth, 1996; Ressler & Schachtman, 1992).

The disorganised offender is clearly troubled and does not function normally in society. This individual probably does not have steady employment. He is probably not married or involved in a steady relationship - he is a loner. It is likely that he dropped out of school and has had a history of mental illness (Geberth, 1996). This is valuable information to the criminal investigator constructing a profile of a disorganised offender, and provides insight into the kind of information that the psychological traces a disorganised offender projects onto the crime scene can provide.

Douglas & Olshaker (1998) provide an example of an organised offender. In 1979 the Peterson family were murdered - Kenneth, his wife Sarah, their eleven year old daughter, Melissa, and their nine year old son, Danny. All had been strangled with cords from the Venetian blinds in their house. The killer liaised with the media through letters which he placed in books in the public library. He would telephone newspaper editors and direct them to the books in which the letters had been placed. The letters included accurate details of the murders - how the victims had been killed, the position of their bodies etc - information which only the investigating officers had access to. The killer described his modus operandi in the letters (Douglas & Olshaker, 1998, p. 18): "...following them, checking up on them, waiting in the dark, waiting waiting". The killer called himself the Search-and Destroyer (Douglas & Olshaker, 1998).

Geberth (1996, p. 737) says of the organised offender: "...the organized offender plans the crime, selects the site, stalks the victim, and researches his craft. He needs to be in control especially during the crime...".

The organised criminal fits in well with society - he probably has a steady job and is probably married or in a long term relationship. He may be of above average intelligence and is gregarious and outgoing - very charming and witty with good interpersonal skills. The organised offender is a typical psychopathic personality - he feels no guilt or remorse over what he has done (Geberth, 1996). He is clever in deceiving the police - indeed the organised offender often imposes himself in the investigation in some way by contacting the police with tips about the case, or by hanging out in police bars to find out the progress of the investigation (Douglas & Olshaker, 1996). The organised offender is extremely difficult to catch. The Search and Destroyer went on to kill more women. He has never been caught.

The organised/disorganised typology is a useful guide for the criminal profiler in directing the investigator towards certain suspects. As with all classifications, however, it does not allow for individual differences which manifest themselves in crimes and should therefore be used with caution. The typologies, however, can provide the criminal profiler with a relevant context within which to interpret the MO of the offender.

2.3.4.2 Signature behaviour

An offender's signature is "what the perpetrator has to do to fulfill himself. It is static, it does not change...It's something that expresses the killer's personality. It's something that he needs to do" (Douglas & Olshaker, 1996, p. 251). The typologies described above can also be used as vantage points from which the criminal profiler can consider the signature behaviour evident in a crime. Signature behaviour allows the investigator to access deeper levels of the offender's psyche by providing access to the psychological needs the offender is driven to satisfy. Removing body parts or other "trophies" from the crime scene (Douglas & Olshaker, 1996, p. 115); leaving something at the crime scene, for example a message or a piece of material; specific methods of torture used during the crime; special requests the perpetrator makes of the victim - these are all signature behaviours since they are not essential for the commission of the crime, but rather satisfy a pathological need on the part of the perpetrator. This points to the motivation behind the crime: a murderer who tortures his victims by injecting drain cleaner into their veins is clearly motivated by anger, hatred, the need to dominate and assert himself and so on. If his motivation was simply to kill, he would not have engaged in such gruesome methods of torture - he could have just shot or strangled his victim. In constructing the profile, this would provide insight into the type of offender who committed the crime.

Signature behaviour has another purpose for the profiler in that it provides links to other crimes, specifically in cases of serial crime. Certain behaviour which recurs in crimes that are characterised by a different modus operandi may indicate that the crimes are being committed by the same offender.

2.3.4.3 Victimology

Victimology refers to obtaining information about the victim of the crime. The criminal profiler needs to consider the victim's background; who her friends and relatives are; her daily routine; her social habits; the areas she frequented; her lifestyle; and so on (Ressler & Schachtman, 1992). This can provide the profiler with information about victim selection: Why did the offender select this particular victim? Was it a victim of opportunity, that is in the wrong place at the wrong time? Was the victim specifically selected based on some characteristic? Was the victim a high or a low risk victim, for example homeless people, prostitutes etc are regarded as high risk victims? All this information can give profilers insight into the motivations of the offender.

Victimology is often a difficult component of constructing the profile since often the victim is not alive to provide the information the profiler requires. In rape cases, however, victimology is of utmost importance and fairly easily accessible, particularly if the investigator is sensitive to the victim's experience.

2.3.4.4 Offender traces

As with victimology, the depth of information that the criminal profiler obtains regarding offender traces depends on whether the victim is available to provide information about the perpetrator. In rape cases the victim can provide the relevant details about the offender. Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) emphasises obtaining the following information about the offender:

- Physical characteristics
- Intelligence - behavioral indicators that infer an intelligent rapist include such things as altering MO due to information learned about an investigation in the media
- Education - an important but often ignored behavioral indicator is language...this inference is significant because it does begin to landscape the type of occupation that this rapist may have.

Turvey (1998) also suggests being aware of offender traces which may reveal any hobbies or interests the offender participates in. For example, the clothes the offender was wearing at the time of the incident, any objects he brought along with him to the crime, even his modus operandi may provide clues to a particular hobby that may require specialised items that are only available from specialised places.

Employment is another important factor to consider when constructing a profile of the offender. For example, the time of day that the attack occurred is an indication of whether or not the perpetrator is employed and what kind of work he is involved in - if the incident occurred in the middle of the day one can assume that the perpetrator is either unemployed or perhaps has a job in which he works flexible hours or shifts.

In rape investigations, the victim is the primary source of information in terms of providing details of the perpetrator. The victim can describe the entire context of the crime, that is, what happened before, during and after the crime. Furthermore, the victim can give specific details about the perpetrator, including a physical description as well as other features, such as: what the perpetrator smelled like; verbal interaction between the victim and the perpetrator; details of the sexual acts performed, and so on. This information links to and expands the body of knowledge the profiler obtains from other aspects of the offence.

2.3.4.5 Crime scene information

Possibly the most valuable information for the criminal profiler is contained within the crime scene. This is particularly true when the victim is not alive to describe what happened. It is essential that the investigator visit the crime scene, preferably before anything has been touched or removed (Geberth, 1996). The crime scene reveals general information about the offender - for example whether the offender is an organised or a disorganised personality. More specifically, however, the crime scene can provide clues as to the habits and specific behavioural patterns of the offender. Traces which reveal these are often physical, for example, if there are cigarette butts scattered around the crime scene one can assume that the perpetrator is a smoker. Likewise, the investigator should note if there are alcohol cans and bottles left at the scene; condoms left at the scene; weapons; clothing; foreign objects; paper or tissues; and so on.

If the victim is not available to provide a description of the events that occurred, the criminal profiler has to rely exclusively on the crime scene to provide information concerning modus operandi, signature behaviour and offender traces.

The criminal investigator should approach the crime scene in an exploratory way and engage with it phenomenologically by allowing the phenomenon of the crime to speak for itself. An openness to the crime scene on the part of the criminal investigator will allow the crime scene to reveal the evidence it contains.

These are all features of a crime which reveal an offender's psychological traces. In many cases, a criminal's shadows are all the investigator has to work with in order to obtain the information that will allow her/him to develop a comprehensive picture of the crime which is essential for profiling. This research aims to develop a system that will focus criminal investigators on these traces and ensure that the essential information they reveal is collected systematically.

2.3.5 PROFILING: OFFENDER LOCATION SYSTEMS

A body of work which Canter (1991;1995) has been instrumental in developing concerns geographical profiling, or offender location systems. These systems use profiling techniques to ascertain where an offender lives. Canter has developed these systems into sophisticated computer software packages. The underlying principles which inform them, however, are based on very simple assumptions.

Rossmo (cited in Geberth, 1996, p. 768) maintains that the concept of geographical profiling is based on the notion that "we as human beings are creatures of habit. We repeat those actions and things that are familiar and comfortable to us". Canter (1995) supports this idea.

Canter (1995, p. 144) asserts that there are two main principles which can determine a geographical profile of an offender, namely "familiarity" and "the circle hypothesis":

We are all constrained in the choices of locations we go to by where we know. ...[our] primary knowledge...is determined by where we spend most of our time, typically where we live and work. The criminal who perpetrates a set of crimes in a particular area is telling us something about his familiarity with that area. This familiarity may be entirely a product of his criminal activities, but often it will be influenced by the same limitations that influence us all, where he has his base. Shadows do not float free of their origins.

Familiarity with an area is the most important factor to consider when constructing a geographical profile of an offender (Canter, 1995). Canter (1995) maintains that the importance of this notion of familiarity lies in the following deduction: assuming that a criminal has a permanent base, the location of the crimes will not fall too close to the criminal's home base. However, neither will the location of the crimes be too far away from the criminal's home base as this would take him into unknown (unfamiliar) territory. The criminal cannot risk straying too far from familiar terrain in case he gets lost and cannot escape quickly and easily. The repeat offender who plans further crimes may think, however, that he cannot keep committing crimes in the same area since it may provide too many clues as to his location. Bearing in mind the importance of familiarity, Canter (1995) insists that the criminal may alter the location of the crime/s by changing the direction of the locations from his home base, but retaining the same distance from his permanent base. Canter (1995) says that this pattern is repeated in subsequent crimes - different directions but the same distance. This is the foundation of the "circle hypothesis" (Canter, 1995, p. 129):

This is the idea of putting on a map all the crimes thought to have been committed by one...unknown individual and identifying the two crime locations furthest apart from each other. Using these locations as the diameter, a circle can then be drawn that includes all the offences. The hypothesis is that the criminal will be found to live inside that circle, possibly close to the middle of it.

Canter (1995) acknowledges that there are many confounding factors which can affect this circle hypothesis. However, he has evidence of it being accurate in samples of rapists that he has worked with up to an 80% accuracy level.

This is a systematic approach to geographical profiling which has informed the development of software programmes that locate the area of geographical profiling according to Canter (1991, 1995) within a scientific framework. Another approach to geographical profiling, of course, is an intuitive one, which Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) describes:

It essentially asks the question of an offender, "Do you live here, nearby, or are you a stranger to this place? Does your interaction with the crime scene or even the selection of the crime scene require special knowledge?"

Geographical profiling is an important adjunct to criminal profiling. The skilled profiler should process all the information the crime reveals and, combined with a thorough investigation, should subsequently be able to construct a comprehensive criminal and geographical profile of the offender.

2.3.6 PROFILING: SCIENCE OR ART?

Is profiling a scientific endeavour based on empirical evidence? Or is it an intuitive, interpretive process that occurs when the investigator engages with the crime? These questions point to a fundamental distinction in the theoretical, and therefore practical, application of criminal profiling. McCann (1992, p.475) maintains:

While it is generally held that profiling is more art than science, there is evidence suggesting that greater scientific rigor can be attained. New methods of standardizing violent crime classification, the qualification of professional profilers as expert witnesses, and standard computerized data bases all point to the potential for science of profiling.

Canter (1995, p.101) certainly agrees with him regarding the potential for an empirical approach to criminal profiling:

I came to realize that what I particularly had to offer, steeped as I was in psychological research, was a more thoroughgoing scientific approach, derived from a desire to develop the psychological way of thinking about profiling...I suppose I sensed within myself more of a commitment to science than to detection.

Canter is at odds with the profiling approach which criminal profilers at the FBI follow. Criminal investigators at the FBI construct profiles based on information that they obtain from various sources, including the crime scene, photographs of the victim (if dead), the victim if she survived, police reports, witnesses, and so on. The profile develops as a result of thorough investigative processes. Inferences are made about the offender based on close perusal of the facts of the case. Canter (1995) argues that profiling should adhere to scientific procedures which do not allow room for inferences that are the creation of human subjectivity. Canter (1995) maintains that more universal characteristics that are empirically verifiable are required for the development of the criminal profile, rather than attributing characteristics peculiar to individual offenders as the basis for a criminal profile. He suggests that investigative psychology should move towards (<http://www.liv.ac.uk/InvestigativePsychology/invhome.html>):

...a more scientific and systematic basis to previously subjective approaches to police investigations. This behavioural science contribution is best thought of as working at various levels, from that of the crime itself, through the gathering of information and on to the actions of police officers working to identify the criminal.

Canter adopts a “facet approach to offender profiling” (1991, p. 2). This is an approach in which “facets of an offence can be used to infer facets of the offender. This contrasts with earlier approaches in which global types of offences are seen as being committed by types of offender” (1991, p.2). The last part of the statement no doubt refers to the typologies such as the organised/disorganised one which the FBI employ to categorise types of offenders based on the types of crimes they commit. The facets which Canter (1991) mentions are obtained through complicated, rigorous scientific procedures which involve entering all the facets of the offence into a computer and allowing sophisticated software programmes to analyse the information and draw correlations between the facets of the offence. Thus, for example, facet analysis of an offence involving sexual assault may reveal a relationship between the age of the offender and the types of acts he commits during the assault. Canter (1995, p. 387) states that this type of profiling information should be generated by systematic, scientific procedures and not be the result of a rational intuitive engagement with the offence:

Profiles that are the intuitive creation of an individual with little scientific backing are just flotsam on a sea of crime. The scientific psychologist's role is to build sturdy ships that will help detectives sail through what can almost literally amount to a sea of information... We need to develop the science of Investigative Psychology.

This approach does not allow for human subjectivity to influence the profile. It does not start out with any framework within which to interpret the facets of the offence - such as the organised/disorganised typology the FBI uses. Rather it allows the computer programmes to generate the framework within which the relationship between facets of the offence and facets of the offender can be explored.

The opposite end of the profiling-in-practice continuum is represented by an intuitive, artistic approach to profiling. This approach is embodied in the profiling work of Pistorius (1996). Pistorius (1996) in her Doctoral Dissertation "A Psychoanalytical approach to Serial Killers" outlines an approach to profiling serial crime based on traditional psychological theory, namely psychodynamic, Freudian principles. Furthermore, she applies this approach in her work of profiling South African serial killers.

Her dissertation considers the enigma surrounding serial killers, and she motivates for interpretive procedures to gain access to the meanings behind an offender's motivations and actions. Thus, whereas Canter would contend that developing a criminal profile is possible by applying rigorous scientific procedures in examining various cases and drawing out common elements (1991, 1995), Pistorius (1996) approaches each crime individually and locates it within Psychoanalytic theory which provides an interpretation of that crime and hence points to certain indicators which enable the development of the criminal profile in terms of that particular offender.

Pistorius emphasises the value of profiling as an investigative tool within the context of a sound investigation. Her approach to profiling reflects a hermeneutic perspective in that she interprets the criminal's behaviour from a particular psychological framework which is that of psychodynamic theory. Canter (1995) would react to this by asserting that profiling should be a systematic process which should not start with any presuppositions or theoretical frameworks - rather these should be the end product of rigorous scientific procedures.

Pistorius considers each crime to be meaningful in its own right and as reflecting the unique characteristics of the individual offender. Turvey (1998, http://www.corpus-delicti.com/KSNL_031797.html#profiling) supports this : “There are tendencies and typologies that can be helpful guidelines but each crime is its own snowflake”.

The outcome of each of these approaches to profiling is a profile which differs primarily in terms of depth, and accuracy: a Canterian scientific approach produces profiles which incorporate universal facets and that can be applied to other crimes - this inevitably increases the level of accuracy of the profile since it is more universal, however these profiles lack depth of information. The Pistorius intuitive approach produces profiles that include in-depth information about one particular offender in the context of one particular crime - accuracy of the profile is dependent on subjective factors, however, and is therefore variable.

2.4 SUMMATION

Profiling is one important application of investigative psychology. Profiling involves gathering information about the characteristics of an offender based on the characteristics of the crime. The characteristics of a crime are represented by the psychological traces which the criminal leaves behind. The investigator gains access to these by engaging with the various types of traces, and thereby constructing a mental picture of the details of the crime which is essential for profiling the offender. This takes place within the context of systematic and thorough investigations.

The section which follows explores the field of investigative psychology with reference to application of profiling in the South African Police Services, and in so doing exposes a void in this area which opens up a space for the present research.

2.5 INVESTIGATIVE PSYCHOLOGY IN THE SOUTH AFRICAN CONTEXT

An exploration of various data bases revealed a dearth of information regarding investigative psychology and profiling in South Africa. Furthermore, the investigative procedures and policies in the South African Police Services do not usually include the application of investigative psychology principles. There is thus a gap, both theoretically and practically, within the South African context regarding investigative psychology. The preceding discussion of the role of investigative psychology revealed its importance and usefulness in the analysis of criminal behaviour and criminal investigations. Profiling, as an application of investigative psychology, was specifically explored in detail. The significance of profiling to the criminal investigator can be (albeit simplistically) summarised in the following two points:

1. Profiling provides an essential investigative tool for the investigator, whereby vital offender characteristics can be obtained through careful study of the offence.
2. Not only does successful profiling depend on a thorough investigation, it also informs and determines a comprehensive investigation through adherence to its principles.

These are the fundamental premises which demonstrate the value and importance of the application of investigative psychology, specifically within the South African context.

The aims of this research are consistent with the importance of applying investigative psychology principles to criminal investigations in South Africa. The research aims to develop an instrument designed to standardise and systematise police procedures for gathering information about a crime, and thus it encourages the inclusion of profiling as an investigative tool specifically in rape investigations in South Africa.

There are many different facets to investigative psychology, as have been described previously. Consider the tensions which exist within the field of criminal profiling, for example. There is the Canterian (1995) scientific approach which conflicts with a more artistic, interpretive approach accepted by other institutions. Although these tensions are real and impact on the quality and depth of the profiles which emerge, one needs to regard them from a different perspective when locating them within the South African context of police investigations. The South African Police Services (SAPS) lacks the resources (in terms of finances, staff, time, etc) to implement a scientific, Canterian approach to profiling which requires extensive research and the development of sophisticated computer software packages. This approach may work in Britain where the crime rate is minimal compared to South Africa. In South Africa, the priority is to reduce the crime and, with the average murder and robbery detective working on more than ten unsolved murder cases at any one time (Boshoff, personal communication, October 1999), there is little time and motivation to engage in scientific procedures which reveal correlations between the offence and the offender. This provides the framework for this research in terms of revealing an opportunity for investigative support systems to be developed in this country which will encourage and facilitate the use of investigative tools such as profiling.

Dr Micki Pistorius is Director of the Serious & Violent Crimes Unit within the South African Police Force. Her Doctoral Dissertation (1996) provides valuable information concerning a specific approach (that is Psychoanalytic) towards criminal profiling. As described earlier, her approach to criminal profiling lies at the artistic end of the profiling-in-practice continuum. This is the approach which she encourages at her training courses. These courses are designed to train detectives in the investigation of serial killer cases. These courses have another, more subtle, function, however, and that is to introduce the police officers who attend them to the very basic principles of psychology. Pistorius' training course has, therefore, provided the starting point for the application of investigative psychology in police investigations. The South African context, however, still remains a vast untapped resource, both in terms of researching and applying principles of criminal profiling.

The MTN Centre for Crime Prevention Studies (CCPS) has been established at Rhodes University in Grahamstown, South Africa. The main objectives of the Centre are:

- To conduct advanced and applied studies in crime and crime prevention strategies with a particular emphasis on the present problems and needs of South Africa.
- To offer advanced investigative support to the SAPS and other crime prevention agencies and to the business sector.

(Welman, 1999, CSCP pamphlet)

This Centre emerges from this gap in the South African context and aims to expose the principles of investigative psychology as providing essential tools for criminal investigations. The Centre has established a mutual working relationship with Pistorius, as well as other units in the South African Police Services, and liaises closely with her in its research efforts. Moreover, the Centre

has been recognised internationally and has forged links with various international law enforcement agencies and investigative psychology research agencies, such as Scotland Yard in Britain, the FBI in the United States and David Canter's Centre for Investigative Psychology in Liverpool. The CCPS and its associations represent a move towards including the principles of investigative psychology into the procedures of the South African Police Services.

2.6 RAPE IN SOUTH AFRICA

Legally, rape is defined as "a male having unlawful and intentional sexual intercourse with a female without her consent" (Casillo & Lloyd, 1994, p. 1). In terms of criminal investigations, Canter (1995, p. 23) maintains that:

Whether they like it or not, then, senior police officers are aware that there is a need to go beyond their current methods. They know they must challenge the cherished view that '150 years of experience' are all that is necessary to solve crimes.

This seems to inform the context of rape investigations in South Africa. Most often the success of an investigation depends on the experience of the individual investigator who has ensured that the case has been investigated thoroughly. This has implications for those cases that are not investigated by the most experienced detectives - for example those cases which are initially reported to the charge officers. Rape cases fall within this category to a large extent. The area of rape investigations in South-Africa is certainly not immune to this kind of attitude. Canter (1995, p.23) argues that criminal investigators need investigative tools which allow them "to read more clearly the shadows that criminals cast".

Undoubtedly one of the most pressing criminal problems in South Africa at the moment is rape. The incidence of rape in South Africa is shocking - on average one thousand women are raped in South Africa every day (Welman, personal communication, October, 1999). Furthermore, rape is also one crime that is frighteningly under-reported. An analysis of the reasons for the under-reporting of rape is an entire project in its own right and therefore beyond the scope of this review. Suffice it to say, however, that no doubt the further victimisation of the rape victim in the criminal justice system when the case eventually gets to court is an important factor contributing to the problem. The manner in which rape is investigated in this country is another feature of the non or underreporting of rape.

The non-reporting of rape by rape victims is not a problem that is unique to South Africa.

Referring to the American context, Douglas & Olshaker (1998, p. 147) claim:

...there are many reasons for this disturbing phenomenon, occasionally having to do with the victim's fear that the rapist will return to assault her again...But the primary reason is the victim's perception of their community's reaction.

There are many horror stories about police treatment of rape victims when they report the crime. Whether or not these stories are the exception or the norm is irrelevant. The fact is that successful investigation of rape is severely lacking in South Africa. This combined with the extremely sensitive nature of rape exposes rape as one crime which would benefit enormously from the application of principles of investigative psychology, specifically the area of profiling.

The discussion of profiling that has been provided forms the framework from which to consider profiling within the context of rape investigations. It has been asserted that profiling and systematic, thorough investigations go hand in hand (Douglas & Olshaker, 1996; Geberth, 1996; Ressler & Schachtman, 1992; Turvey, 1996, 1998). Rape investigations in South Africa would benefit enormously from standardised investigative procedures which would provide the foundation for the construction of comprehensive profiles of the rapists.

2.6.1 RESEARCH ON RAPE IN SOUTH AFRICA

Research on rape in South Africa to date has focussed primarily on the victims of rape. Very little research has been conducted on the perpetrators. Vogelmann (1990, p.9) explains that “research on rapists available in South Africa has been conducted primarily in Western countries. To date, there has been no comprehensive study of the rapist in South Africa”.

Vogelmann (1990) instigated research on rapists in 1990. He defines his study as “explorative” (1990, p. 2) in providing insight into the behaviour of rapists in South Africa. Vogelmann (1990), however, admits that his study on rapists in South Africa is hardly comprehensive. Indeed, the study is extremely limited. Vogelmann’s sample (1990) consisted of 27 men. This group of 27 men was further broken down into three groups - rapists, physically violent men and non-violent men. Thus, ultimately Vogelmann’s study (1990) on rapists in South Africa was conducted on nine men which, given the rape statistics in South Africa, can hardly be thought of as representative. Vogelmann’s study (1990) points to a deep chasm within this area of research on rapists in South Africa.

The MTN Centre for Crime Prevention Studies (CCPS) that has been established at Rhodes University in Grahamstown, South Africa, has embarked upon a large research project aimed at profiling rapists in South Africa. The research is entitled "Towards a composite profile of South African Sex Offenders: A typological approach". The study:

...aimed to develop descriptive profiles of rapists in South Africa. Data concerning developmental, psychological and sociological features were obtained through the use of case history interviews and psychometric tests on a sample of 71 incarcerated rapists across the country. Drawing on an empirically based typological approach to describing the rapist, the study identified four groups of rapists based on the context of the offence. Variables describing the developmental features, chronic behavioural patterns and personality characteristics of the offender and variables describing facets of the offence were found to differentiate between the four groups. The results suggest that offence and offender characteristics serve to differentiate between types of rapist. Implications for investigation and rehabilitation were discussed.

(Welman, 1999)

This research is ground breaking in terms of the South African context and represents a breakthrough into the field of criminal profiling of rapists within South Africa.

2.7 FACTORS INFLUENCING PROFILING IN RAPE INVESTIGATIONS:

2.7.1 THE VICTIM

In cases of rape, the criminal investigator has an advantage: she/he has the perfect witness to the incident, namely the victim. The victim can provide essential information about the details of the crime which is invaluable for profiling the perpetrator. Moreover, a criminal profile is inadequate if it does not take into account victimology. This is easily accessible to the

investigator in rape cases since the victim is available to provide the necessary information. This concept of victimology and its importance in developing a criminal profile has already been discussed. However, a process that was mentioned earlier is perhaps most appropriately enlarged upon within this section, that is the process of victim selection which the perpetrator engages in. The criminal investigator needs to try and decipher why the perpetrator chose that particular victim. Did she just happen to be in the wrong place at the wrong time? Was she what Ressler & Schachtman (1992) call a high risk victim, that is a victim whose behaviour and/or lifestyle puts her at more risk of becoming a victim of crime, for example a prostitute or a homeless person? Egger (1998) refers to these types of victims as the "less dead". According to Egger (1998), these people are easy prey for criminals because they are almost dead in the eyes of society. They are the social outcasts who do not conform to the normal standards for behaving prescribed by society. They are almost dead even before they become victims of violent crime because society does not acknowledge them. Once they become victims of violent crime, they are either not noticed as missing or are not on the police service's top priority list in terms of apprehending the offender. Egger (1998) applies this specifically to serial killers. He maintains that the less-dead are:

...the people who are on the periphery of society. The public, press and law-enforcement are quick to identify and investigate serial killers that prey on students, abducted children, middle class or high-profile members of society. Yet, when the victims are those who are of less value, status or social power (the less-dead), the death toll must mount and media pressure must be exerted before the general public or law-enforcement are willing to admit that there is a serial killer in their midst.

This concept of the less-dead has particular application in South Africa where extreme levels of poverty and unemployment force individuals into high risk professions such as prostitution and leave thousands of people homeless.

Did the perpetrator select his victim based on some characteristic of the victim, for example, the charming serial killer Ted Bundy, "most of whose victims conformed to a single image: pretty, college-age women with long dark hair, parted in the middle" (Douglas & Olshaker, 1996, p. 155)? Victim selection provides clues as to the kind of individual who would commit a particular crime - it also gives an indication of the signature behaviour of the offender.

One area of rape investigations that is seriously problematic in South Africa is the approach of the investigating officer or the policeman/woman to whom the rape is first reported.. Needless to say the nature of rape is such that an extremely sensitive approach is required on the part of the investigating officer. The Metropolitan Police in Britain include victim care and support in their Serious Sexual Offences Investigative Techniques Manual (1998). They acknowledge the trauma the rape victim is undoubtedly experiencing in all stages of the investigation. The victim can choose the gender of the investigating officer as well as the gender of the doctor who examines her. Indeed the Metropolitan Police have a "Victim's Charter" (1998, p.13) which sets out procedures that investigators of rape cases need to apply to ensure sensitive treatment of victims of crime. In terms of interviewing victims of serious sexual offences such as rape, the Training Manual sets out an entire chapter on interviewing techniques. Techniques include: establishing a relationship of trust with the victim; a non-judgmental attitude; listening skills; personalising the interview; as well as more practical considerations such as planning the interview - when it will take place, where it will take place - and liaising with the victim at all stages of the investigation. This would no doubt be a model for the South African Police Services to emulate insofar as their approach to victims is concerned.

2.7.2 THE RAPIST

Typological classifications of rapists assist in the development of offender profiles in that they provide insight into the motivations, emotions and personality of the offender. The FBI's National Centre for the Analysis of Violent Crime (NCAVC) suggest the following typologies within which the criminal profiler can interpret the behaviour of a rapist (Douglas & Olshaker, 1998).

2.7.2.1 The power-reassurance rapist

This rapist feels inadequate and is thus motivated to rape women in order to compensate for these feelings of inadequacy. Furthermore, he is looking for reassurance of his own power and potency. This rapist often asks the victim about his performance. He may apologise to the victim during the rape, and often attempts to contact the victim after the rape. According to Douglas & Olshaker (1998, p. 94) the victims are "generally about the same age or younger and usually of the same race as the perpetrator". This kind of information is essential for a criminal profile.

2.7.2.2 The Exploitative Rapist

As its name implies, this type of rapist exploits a situation he finds himself in. This points to an impulsive type of person who acts on his emotions, rather than someone who carefully plans the crime. This individual is selfish and has very little regard for the victim. The victim is inevitably a victim of opportunity.

2.7.2.3 The Anger Rapist or the Anger-Retaliatory Rapist

The rapist is motivated by anger and acts this out by sexually assaulting woman. This type of offender hates women and for this reason directs his anger towards them. The anger he feels that is motivating him to rape may or may not be rooted in an actual wrong that he feels has been committed against him. He reacts to precipitating stressors by displacing his anger onto other women. This individual needs to humiliate his victim, which has implications for the kinds of sexual acts he performs during the rape.

2.7.2.4 The Sadistic Rapist

This rapist is also referred to as the anger-excitation rapist because this individual is motivated by sexual fantasy and aggression: as his levels of aggression rise, so his arousal increases. This rapist has no concern for his victim - he may torture her mentally or physically and engage in perverse sexual acts with the victim. The sadistic rapist is a psychopath: he can be very charming and lure victims into accompanying him. He completely depersonalises the victim and feels no remorse over what he has done. He plans the crime meticulously. Because the rape is fantasy driven, the sadistic rapist will select his victim based on some symbolic feature that satisfies his fantasy. The sadistic rapist is the most likely of all the classifications of rapists to murder his victims. Douglas & Olshaker (1998, p. 99) claim that this is a useful typology for profiling because of the insight it provides into certain features the rapist possesses:

The sadistic type is usually white, with above-normal intelligence, and may be college-educated with a good middle class job. He will have a dominant personality and collect bondage and sadomasochistic pornography. He may also collect related items, such as knives, guns, or Nazi memorabilia, and read military, law enforcement, or survivalist literature. He may have a large attack-type dog such as a German shepherd, Doberman, or Rottweiler. Because of his intelligence and planning, he will be difficult to apprehend.

Once again a word of caution about rigid application of these typologies. Douglas & Olshaker (1998) emphasise that often a rapist may present as a mixed personality type and therefore not fit neatly into and exclusively into only one of the abovementioned categories. The categories, however, are useful guides for a criminal profiler to consider the possible motivations of the rapist. This could focus the direction of the investigation towards particular individuals.

Information provided by the rape victim and information compiled about the rapist are primary sources of information for the profiler. This, however, must not be seen in isolation from the other profiling inputs previously discussed, that is *modus operandi*, signature behaviour, crime scene information, and so on. These are also extremely important sources of profiling information in rape investigations.

2.8 PROFILING IN THE CONTEXT OF INFORMATION TECHNOLOGY

Keppel & Weis (1993, p. 1) maintain that:

In conducting investigations, detectives need methods and tools that will help them do their jobs as effectively and efficiently as possible. Ready access to information about the crimes being investigated is one of their needs. Armed with such information, detectives will be better able to develop good leads and in turn solve the cases.

Obtaining the essential information about a crime from the beginning is a prerequisite for successful profiling. In many countries, sophisticated computerised data bases exist which provide this essential information:

- VI-CAP (Violent Criminal Apprehension Program) is used by the Federal Bureau of Investigation (FBI) in America. This system was developed in 1981 to identify serial murderers (Geberth, 1996). It is “designed to collect, collate, and analyze all aspects of an investigation using the latest computer and communications technology” (Geberth, 1996, p. 709).
- The Royal Canadian Mounted Police utilise VICLAS (Violent Crime Linkage Analysis System). This data base depends on different pro forma documents for its information. Thus, there are forms for solved or unsolved homicides, serial cases, attempted homicides, missing persons, sexual crimes, and so on. This information contained in these forms is then fed into a database to build information about known and unknown offenders.
- HITS (Homicide Investigation Tracking System) is used by police in Washington State in America. This is a “computerized investigative program which collects, collates and analyzes the characteristics of violent crimes” (HITS Information Pamphlet, p. 1):

Through internal computer programs, HITS records each offender's method of operation and compares those characteristics against all information in the data bases. Information gathered by HITS about offenders, victims, weapons, vehicles, geographic locations, and relationship among cases is shared with law enforcement agencies to compare information and evidence to identify and arrest violent offenders.

HITS “is helping investigators work better by allowing them access via computer to a wide range of information about serious crimes and to resources that can help solve them” (Keppel & Weis, 1993, p. 1). This data base also depends on various forms which provide the basis for the information that is entered into the data bases.

The information contained within these data bases is comprehensive and thus makes profiling potential suspects and their locations a lot easier. The potential that information technology has to offer in terms of police investigations cannot be underestimated and certainly should not be ignored. Given the alarmingly high crime rate in South Africa, investigative support systems such as these computerised data bases would be enormously useful in terms of reducing the time it takes to investigate crimes, reducing the workload of investigating officers and essentially solve the crime. Keppel & Weis (1993, p. 2) states that "prior to HITS...the only way to obtain this type of crime information was through time-consuming, labor-intensive personal visits, interviews, telephone calls, teletypes, and letters". Keppel & Weis (1993, p. 3) provides examples of the value of these investigative support systems:

After an extremely brutal rape and attempted murder, the investigating detective requested HITS information about offenders with a particular physical description and method of operation. HITS staff provided the detective with a list of known sexual offenders who had been released from prison during the past 5 years and the areas to which they had been released. The detective was also provided photographs of suspects, one of whom was immediately identified by the victim as her assailant.

These data bases are only support systems, however. They do not replace good detective work. It is still the role of the investigator to obtain the essential information which must be entered into the data base. This information can be obtained through the use of a pro forma document that contains items specifically designed to access the essential information about a crime and which ensure that this information is obtained in a standardised, systematic and thorough manner. Profiling as an investigative tool can be even more effective in ensuring efficient investigations if such sophisticated investigative support systems are in place.

2.9 SUMMATION

Investigative procedures, particularly rape investigations, are problematic in South Africa. Applying principles of investigative psychology would target these problematic areas and ensure that investigations are conducted more thoroughly and therefore more efficiently. Profiling in the context of rape investigations is an extremely useful investigative tool and is made easier to a certain extent by the availability of an ideal witness, namely the victim. The typologies which exist to classify the different types of rapists provide another source of information useful for profiling.

Profiling as an investigative tool can be even more effective when used in conjunction with other investigative support systems, particularly electronic data bases. These contain an enormous amount of information about known and unknown offenders which the criminal investigator can access when constructing a criminal and geographical profile of the offender. The information that is entered into the data bases is provided by pro forma documents that supply investigators with a standardised and systematic focus for obtaining the essential information and depends on as well as necessitates thorough investigations. This research can be located at this level of collating information to be entered into a data base by developing a pro forma document for use in South African police rape investigations.

2.10 CONCLUSION

A path has been traced from a very broad description of investigative psychology to a consideration of a very specialised application of investigative psychology. The signposts along the way pointed to profiling as one fundamental application of investigative psychology. Profiling informs the framework of thorough criminal investigations. It provides route markers which direct a criminal investigation towards comprehensive engagement with all the facets of the offence. The South African context is a desert as far as investigative psychology is concerned, despite the fact that the crime statistics render it a perfect setting for the principles of investigative psychology. The few institutions involved in expanding the field of investigative psychology in South Africa represent an oasis for police investigations in this country. The area of rape investigations has been specifically explored as symbolising the lack of and potential for the inclusion of investigative psychology, and the investigative support systems it implies, into police procedures.

Applying profiling techniques to rape investigations in South Africa depend on obtaining all the essential information about the crime from the very beginning, that is when the victim first reports the crime. This research aims to satisfy this criteria by developing a standard form that will direct investigators of rape cases to the traces of the crime that contain the essential information and in so doing ensure that all the essential information is obtained in a standardised and systematic way. This document provides the basis for information to be included in a data base of known and unknown rapists which will collate the information and thus make profiling easier and ultimately more effective. The pro forma document is the foundation of comprehensive investigative support systems that will ensure more effective investigations.

CHAPTER THREE

METHODOLOGY

3.1 METHODOLOGICAL FRAMEWORK

The methodological framework which informs this research is action research. Action research is based on the premise that “knowledge is always gained through action” (Banister, 1994, p. 109). Action research interprets this in two ways: on the one hand, “the very act of obtaining knowledge creates the potential for change” (Banister, 1994, p. 112). Exposing individuals in a specific setting to knowledge which they were previously not aware of opens a space for the knowledge to be transformative. On the other hand, action research applies this knowledge within a specific setting in the form of a programme of change and evaluates the efficacy of the change. Fundamentally, however, action research is inextricably linked to action: “it is research with a purpose, that is, to guide present and future action” (French & Bell, 1999, p. 133). The present research is guided by the assumption that action research builds knowledge that is potentially powerful in terms of changing certain processes within a specific setting.

Action research emerged in the 1940s from the work of Kurt Lewin (Banister, 1994). More than fifty years later, action research continues to challenge traditional research paradigms in four critical areas:

1. The types of research questions that it addresses.
2. The relationship between the researcher and the research participants that it implies.
3. The evaluative nature of action research.
4. The inevitably iterative nature of the research process.

These characteristics distinguish action research from other research paradigms. This has implications for the (action) researcher in terms of the methodological tools she/he employs during the research process.

3.1.1 RESEARCH QUESTIONS APPROPRIATE TO ACTION RESEARCH

Action research is motivated by a philosophy of social change (Banister, 1994). Leedy (1997, p.111) provides a very broad definition of action research as “a type of applied research that focuses on finding a solution to a local problem in a local setting”. Action oriented research is a dynamic process aimed at problem solving and change. Banister (1994, p. 110) posits a definition of action research as “essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation”. Furthermore, he maintains that the ultimate objective of action research is to “improve practice” (1994, p. 110). This inevitably informs the kinds of research questions that action research can address. These questions must be fundamentally action, problem-solving and change oriented.

The types of research questions which action research invites emphasise that “we should not just understand the world but change it” (Banister, 1994, p. 113). This indicates a move away from the notion of ‘research for research’s sake’ and towards research that addresses research questions in a practical and applied way. Herein lies the power of action research. Mouton (1981, p. 389) defines power as “the ability to effect change”. The power of action research, therefore, is in its transformative approach: identifying and solving problems in a particular setting which leads to a change and improvement in some aspect of the setting.

3.1.2 ACTION RESEARCH AND THE RELATIONSHIP BETWEEN THE RESEARCHER AND THE PARTICIPANTS

Problems do not emerge out of a vacuum. Rather, they are dependent upon a setting and the people who comprise the setting. Action research takes place in real life situations. According to Banister (1994, p. 112) “research investigating the sex life of ferns...is quite different from that investigating the best way of carrying out first interviews with rape victims”. This has implications for the relationship between the researcher involved in action research and the people being researched. This relationship is characterised by collaborative inquiry within an action research paradigm (Torbert, 1981, p.145), which sees all social actors engaging in “continuous, more-or-less flawed inquiry-in-action aimed at functioning increasingly effectively”. Action research rejects the model of research which positions the researcher in the role of the expert. Rather it explores the research process through a relationship of co-operation and mutual fact-finding and problem-solving between the researcher and the participants. Indeed, the participants become co-researchers in the research - this inevitably involves both the researcher and the research participants in a process of conscientising one another to the various intricacies inherent in the research process.

3.1.3 EVALUATIVE ASPECTS OF ACTION RESEARCH

Evaluation of the changes which the researcher and the participants have negotiated is an essential feature of action research. "We institute a procedure, see how it works, and make a change if this seems necessary or wise, always in a spirit of continuous experimentation" (Sanford, 1981, p. 179). The evaluative aspect of action research occurs when the proposed change is referred back to the people it is most likely to affect. Their input provides the evaluative feedback on the effectiveness of the programme of change in solving the problem identified. Indeed, the evaluative nature of action research is one of its defining characteristics. Banister (1994, p. 110) provides one such definition:

..the study of a social situation with a view to improving the quality of action within it. The total process...review, diagnosis, planning, implementation, monitoring effects - provides the necessary link between self-evaluation and professional development.

3.1.4 THE ITERATIVE NATURE OF ACTION RESEARCH

Action research is an iterative process. It consists in "...analysis, fact-finding, conceptualization, planning, execution, more fact-finding or evaluation - and then a repetition of this whole circle of activities; indeed a spiral of such circles" (Sanford, 1981, p.174). The research becomes a process of implementation and evaluation in which "action and evaluation proceed separately but simultaneously" (Banister, 1994, p.110). Research which attempts to implement a change in behaviour or attitudes or processes in response to them being problematic appears to benefit the most from action research in that it focuses directly on the root of the problem, includes those individuals who are affected by the problem and constantly monitors any implemented change for effectiveness and relevance for the participants.

3.1.5 ACTION RESEARCH AND THE PRESENT RESEARCH

Action research in the context of the present research can be conceptualised according to Banister (1994, p. 113):

An existing state of affairs is seen as problematic, it is identified, named and described in an appropriate way, attempts are made to change it and these attempts are monitored, and so on. So, action research is appropriate when specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing system.

The aims of the present research as well as the research question emerge out of this application of action research. The research required accessing specific knowledge about a certain process in order to develop a document that would be used as a new tool within an existing system. Action research provided an appropriate methodological framework for accessing this knowledge.

The research fulfilled the 'criteria' of action research, which have been outlined as challenges to other research paradigms. The research question and aim which inform the research motivated a change, and consequently improvement, at a certain level of functioning within a particular setting. In attempting to satisfy the research question and aim, the researcher engaged the participants in all stages of the research process. Indeed the participants were regarded as the experts containing the required knowledge which was accessed in the context of a symbiotic and participatory relationship between the researcher and the participants. The information that was gathered was organised by the researcher into a coherent and manageable form which was then presented to the participants in keeping with the evaluative custom of action research. The feedback obtained through the evaluation informed the iterative element of the research process to a certain extent in that it involved the researcher in a process of restructuring the data.

The research was thus oriented towards changing and improving processes that were identified as problematic within the setting. The action research process was operationalised in terms of tools and methods appropriate to action research. The operationalisation of the research process involved the researcher and the participants in a collaborative effort in all stages of the research.

The aim of the research emerges out of the research question, which represents a problematic area of functioning within a particular setting.

3.2 RESEARCH QUESTION

What information do police investigators of rape cases need to obtain for each case in order to construct systematic and comprehensive profiles of the offenders?

3.3 AIM OF RESEARCH

To develop a pro forma document that sets out guidelines for the collection of information concerning criminal behaviour in rape cases. This will be achieved through a process of action research.

3.4 SAMPLING

Participants were selected on a purposive sampling basis, that is, they were recruited according to certain predetermined criteria which prescribed the extent to which the participants could contribute to the study. These criteria were: knowledge of the issues the research was addressing and experience of the processes the research was focussing on.

Vaughn, Schumm & Sinagub (1996, pp. 58-59) contend that “with purposive sampling, the primary goal is not generalizability per se but understanding of an issue or topic in sufficient detail”. In the context of the present research, this understanding was provided by selecting “critical cases” for the sample. This involved identifying “the most relevant (critical) cases with the intention that what is true for them will also be true for other related cases” (Vaughn et al., 1996, p. 59).

The sample was drawn from the South African Police Services (SAPS) in Grahamstown in the Eastern Cape. Participants comprised detectives working in two specialised units of the SAPS, namely the Serious and Violent Crimes Unit and the Child Protection Unit. In terms of experience, the criteria for participation in the research was at least five years experience in investigating rape cases. These detectives provided the “critical cases” for the research.

Within these criteria of sampling the participants were selected conveniently based on “those subjects who are available” (Vaughn et al., 1996, p. 59). This was necessary and unavoidable given the nature of the detective’s work commitments which were often unpredictable. This influenced the number of participants who were available to take part in the research.

3.5 DATA COLLECTION

Data was collected using a multi-source approach, that is, the raw data emerged as a result of the researcher engaging with various sources of data. Banister (1994, p.114) explains that this “multimethod” approach is in keeping with the methodological framework of action research. Moreover, the data gathering process was a dynamic process with some sources of data informing the collection of further data.

3.5.1 FOCUS GROUP RESEARCH

The primary source of data was focus group interviews. A focus group interview is, as its name implies, a focussed interview between a moderator or facilitator and a group of participants (Morgan, 1997). Two main considerations in conducting focus groups are: recruiting participants and compiling the interview guide (Stewart & Shamdasani, 1990). In terms of the former, participants were chosen according to their availability and willingness to participate and above all their knowledge and ability to provide the required information (Stewart & Shamdasani, 1990). Recruiting participants for this particular study has been discussed in the section on sampling. The interview guide focussed the discussion and was the responsibility of the moderator. The guide was sufficiently structured to focus the discussion on the topic at hand and sufficiently flexible to allow for the emergence of ideas and opinions related to the topic that had not been included in the interview guide. The interview guide employed in this research is included as an appendix at the end of this report.

Among the applications of focus group research is that of “instrument development” (Vaughn et al., 1997, p. 27). This is the application which focus group research embodies in the present research. The aim of the research (as has already been stated) is to develop a document which will contain all the necessary items that investigating officers of rape cases need to address in order to obtain the essential information. Focus group research allows for this by accessing the ideas and experiences of those most likely to benefit from the outcome of the research, that is the detectives who investigate rape. The detectives who will use the document in their investigations were the participants whose ideas and experience were accessed in the focus group and which provided the information necessary for the development of the pro forma document. Neuman (1997, p. 253) maintains that “focus groups are useful in exploratory research or to generate new ideas for hypotheses, *questionnaire items*, and the interpretation of results” (*italics added*).

Focus group research is appropriate for addressing a wide variety of research questions and is most appropriate for a methodological framework of action research. Vaughn et al. (1996, p. 33) contend that “because focus group interviews have the potential to elicit a great deal of information in a short period of time from those most directly involved, this method has promise in action research”. Focus group interviews are fundamentally collaborative in nature. It involves the researcher as moderator of the group and the participants discussing a problem which concerns them according to certain flexible guidelines which the moderator provides. The present research employed focus group interviews to answer the research question by accessing participants best equipped to provide the necessary information.

3.5.2 APPLICATION OF FOCUS GROUP INTERVIEWS

Two focus groups were conducted with the participants. The first was an informal meeting with two senior detectives in the Serious and Violent Crimes Unit, and thus can only be considered a focus group in a very loose application of the term. (The term “senior” is used with reference to the criteria for selection of the sample discussed previously.) It was initially scheduled as a meeting to establish contact with members of the Unit, to introduce the researcher and to discuss times and availability of detectives for a focus group. The detectives present, however, became quite enthused about the research and began discussing the topic. The researcher made field notes during this meeting which encompassed the key points the detectives were raising. These points provided the basis for the interview guide which the researcher constructed and employed at the second focus group interview.

The second focus group interview was conducted with different participants. The interview was scheduled to include at least six detectives from the Serious and Violent Crimes Unit in Grahamstown. The day the interview was scheduled, however, seemed to be a particularly busy one and most of the detectives who were meant to be involved in the focus group were either in court or out investigating a case. The future possibility of this kind of unpredictability prompted the researcher to proceed with the focus group nonetheless rather than try and find another time when all the detectives would be available. The group consisted of one detective from the Grahamstown Serious and Violent Crimes Unit, one detective from Grahamstown Child Protection Unit and one detective from the East Rand Murder and Robbery Squad who happened to be visiting the Grahamstown Unit at the time. In addition, the researcher was assisted by two Psychology Masters students conducting research in a similar field who were familiar with the research topic. The detective from Grahamstown Child Protection Unit was called away half way

through the interview as she was needed urgently in court.

This focus group interview was tape recorded. The field notes from the first meeting with the detectives and the transcript of this focus group interview have been included as appendices at the back of this report.

3.5.3 MULTI-METHOD APPROACH

The data collected in the focus group interviews was supplemented by data obtained from various documents that contained essential information with regard to the research question. These documents were:

- The Imago - this is a questionnaire administered by the South African Police Psychological Services division on criminal offenders. The document was initially developed by the Criminological and Psychological Services in Austria. It is used on convicted murderers and rapists. This questionnaire contains information directly relevant to this research.
- The Serious Sexual Offences Investigative Techniques Manual - this is a document compiled by the Training Design and Research Unit of the British Metropolitan Police in March 1998. Chapter 10 of the manual sets out guidelines for taking statements from victims of sexual assault and includes information which must be obtained from the victim.
- VICLAS - Violent Crime Linkage Analysis System. This document is a pro forma document used by the Royal Canadian Mounted Police for a variety of crimes, including homicide and sexual crimes.

The validity of these documents is established by the fact that they are internationally recognised and utilised investigative tools. The sections of these documents which were relevant for the purposes of this research have been included as appendices at the end of this report.

Accessing documents as a potential source of data is a type of archival research which Frankfort-Nachmias & Nachmias, 1996, p.315) term “unobtrusive” or “nonreactive” measures. Frankfort-Nachmias & Nachmias (1996, p. 314) situate the type of data obtained from unobtrusive measures within the framework of “secondary data”. They identify secondary data as a form of data collection within qualitative research. Frankfort-Nachmias & Nachmias (1996, p. 315-316) claim that, not only can secondary data collection methods increase the validity of the data collected by each specific method, but obtaining data from archival sources as an “unobtrusive measure” has implications for the role of the researcher:

To cross-validate one’s findings, one can use unobtrusive measures...An unobtrusive measure is any method of data collection that directly removes the researcher from the set of interactions, events, or behavior being investigated. For example, perusing public archival documents is an unobtrusive measure because the researcher has no influence on the conditions under which the data are collected. Unobtrusive measures avoid the contamination that might arise when investigators and research participants meet in data collection situations. With unobtrusive measures, the individual is not aware of being tested, and there is little danger that the act of measurement will itself serve as a force for change in behavior or elicit role-playing that confounds the data.

The data supplied by the “unobtrusive measures” supplemented and corroborated the information obtained from the focus group interviews with the participants. This is in keeping with the methodological guidelines suggested by action research and focus group research. Banister (1994) maintains that, in action research studies, data should be gathered from as many sources as are necessary to obtain the necessary information for answering your research question.

Similarly, focus group research theorists assert that the data obtained from focus group interviews is often complemented by data obtained from other sources or by other methods (Morgan, 1997; Stewart & Shamdasani, 1990; Vaughn et al., 1996).

The data collection process was inevitably a flexible process which had to be adapted according to the availability of the participants. The adaptable nature of the research is embraced within a framework of action research where the role of the participants is primary and the means justifies the end (Banister, 1994). Leedy's definition of action research (1997) emphasises the primacy of the setting in which the research occurs. This translates into the task of research being dependent on the setting. In the case of the present research, certain unforeseeable circumstances arose in the setting which necessarily forced alterations in the data collection process of the research.

3.6 DATA ANALYSIS

The data was analysed through a process of coding. The data was coded into appropriate categories as outlined below. These categories were defined by themes which informed the items that were to be included in, and that formed the basis of, the pro forma document.

The data analysis process was informed by two complementary approaches. Knodel (1993) provides broad guidelines for analysing focus group interviews; and Vaughn et al. (1997) detail specific steps the research analyst should proceed through when analysing focus group interviews. The two approaches were combined for the purposes of a comprehensive analysis.

Knodel (1993, p.45) suggests a framework of “code mapping” when analysing focus group data. “The term *code mapping* is used here to describe the process of coding, because in effect the analyst goes through the manuscript marking in the margins where segments corresponding to different codes start and end”. The researcher followed this process of code mapping. However, instead of marking the beginning and ending of the categories in the margins of the text, the researcher noted them on a separate piece of paper and provided various references for locating the categories in the data, such as page numbers and direct quotes from the text.

The analysis proceeded according to the following stages:

1. The researcher embarked on a process of immersion in the data (Brenner, Brown & Canter, 1985; Seidman, 1991). During this stage, the researcher familiarised herself as comprehensively as possible with all the different sources of data (namely, the transcripts of the focus group interview and the other documents which informed further sources of data) by listening to the taped focus group interview, reading through the transcript of this interview as well as scrutinising the other documents.
2. Knodel (1993, p. 46) suggests developing “an initial set of codes corresponding to each item in the focus group discussion guidelines” as the first stage of the analysis. This resulted in the identification of a few very broad categories and themes, based on the issues which the researcher had included in the interview schedule. The themes are representations of the information contained in the broad categories.
3. The next step in the analysis entailed elaborating on these very broad categories and themes by making them more specific and linking them to the actual content of the data. This process of elaboration identified what Vaughn et al. (1997, p. 105) refer to as “units of information”. These units of information emerged directly from the data and

were small 'bits' of information which provided meaningful representations of the categories and themes that had been identified in the first stage. The researcher accomplished this by noting these 'bits' of information which appeared in the data and marking these by placing them in one of the predetermined categories in a way consistent with Knodel's (1993) code mapping procedure described above. These units of information were examples of the categories and they arose as a result of many readings of the transcripts and the other data sources.

4. The units of information were organised according to similarity - that is as the researcher went through the data, those units of information relating to the same category and/or theme were placed together.
5. The process following the identification of the units of information entailed identifying further categories and themes existing within the data, which Knodel (1993, p. 47) terms creating "additional codes for topics that arise and are of special interest". Some of these categories and themes were placed within existing ones; others were identified as existing in their own right - independently of other already established categories and themes. These categories and themes were explored in the same way as the initial broad categories and themes, that is they were described and explained in terms of units of information which emerged from the data.
6. Once all the categories and themes were in place the researcher conducted a data cleaning procedure, during which themes that were repetitious were combined and those that seemed too similar to other categories and/or themes were subsumed within other categories. This step is what Vaughn et al. (1997, p. 109) call "negotiating categories". The idea was to create mutually exclusive categories, that is categories which were independent of each other and did not overlap with one another, although there may be

links between them.

The researcher listed the categories and themes, the units of information which represented them as well as references for where these units of information could be found in the data. This was compiled into a rough account of each category and theme. The analysis produced a number of mutually exclusive themes. These provided the basis for the information which needed to be included in the pro forma document.

3.7 EVALUATION

The document which emerged from these categories and themes was a draft version of the pro forma document. The document was compiled in the image of a questionnaire containing a combination of open and closed questions. In keeping with the evaluative nature of action research, the document was given to the detectives in the Child Protection Unit in Grahamstown. This task of this Unit is specifically to investigate rape cases. The detectives from this Unit who were selected to evaluate the draft version of the pro forma document were sampled according to the same criteria specified previously. The detectives were asked to go through the document carefully and evaluate it according to the following criteria:

- The order of the items on the pro forma document
- The content, including:
 - Was any information lacking from the document?
 - Was any unnecessary information included in the document?
- Length of the document
- General feedback about the document

The document was left with members of the Unit for a couple of weeks as they were very busy and needed time to explore the pro forma document thoroughly. Once they had completed the task a focus group interview was set up with members from the Unit. The researcher developed an interview guide for this focus group based on the abovementioned evaluative criteria in order to focus the discussion.

Unfortunately, however, the research was hampered yet again by the unpredictable nature of police work. Focus group interviews were set up on three different occasions, each being cancelled due to unforeseen obligations on the part of these detectives, such as having to testify in court. There was never an opportunity to gather all the detectives concerned with evaluating the document all together at one time. Due to time constraints on the part of the researcher as well as the detectives involved, the researcher had to be satisfied with a personal interview with one of the detective from the Child Protection Unit. This detective had been present at the focus group interview with the detectives from the Serious and Violent Crimes Unit that had formed the initial process of data collection.

The interview was tape recorded and transcribed (a copy of the transcription is included as an appendix at the end of this report). The transcription provided another source of data. The data was analysed according to the process previously described, and the changes that were suggested were made to the pro forma document. New categories which emerged from this data were noted and explored. The resulting document contains all the essential information an investigator of a rape case needs to obtain in order to conduct the investigation thoroughly and systematically and assist in developing a profile of the offender.

3.8 VALIDITY

3.8.1 VALIDITY AND THE RESEARCH PROCESS

Banister (1994, p. 143) maintains that validity is an “integral element” of qualitative research: “It has to do with the adequacy of the researcher to understand and represent people’s meanings”.

Undoubtedly the most troublesome aspect of qualitative data analysis is contained within the following question: To what extent did the findings that resulted from the analysis emerge from the data and to what extent were they constructed by the researcher as representing the data? In other words, how can one be sure that the findings are truly representative of the participant’s expressed meanings and not representations of the researcher’s own forestructures and experience? This relates directly to the issue of the validity of the findings.

Inevitably, the results of qualitative data analysis exist because the researcher has actively noted them as important elements contained in the data. Rowan (1981) maintains that it is not possible for a researcher to approach the data as a *tabula rasa*. Researchers necessarily approach the research with certain perspectives, assumptions, experiences and interests, and these invariably affect her/his analysis of the data produced in the research process. Seidman (1991, p. 90) therefore maintains that the researcher should make her/his interests and foci explicit:

...the researcher acknowledges that in this stage of the process he or she is exercising judgment about what is significant in the transcript. There is no model matrix of interesting categories that one can impose on all texts as what is essential and interesting is embedded in each research topic and will arise out of each interview transcript.

In the context of the present research, the researcher's interests and areas of focus were explicitly stated in the interview schedules which were used to guide the focus group and personal interviews with the participants. Thus, the researcher's judgment as to what was significant was contained in the interview schedules which set out guidelines that eventually informed the initial categories the researcher developed. The researcher attempted to maximise the validity of the research process and the research findings in two ways:

1. In terms of the research process, the guidelines contained in the interview schedules were informed to a large extent by the participants themselves. The researcher developed the interview schedule for the focus group interview with detectives from the Serious and Violent Crimes Unit based on the ideas and opinions expressed by detectives from this unit at an informal meeting held prior to the focus group interview. During this meeting the researcher took field notes and these formed the basis of the guidelines contained in the interview schedule for the focus group interview that was subsequently held.
2. In terms of the research findings, the researcher presented these in such a way as to ensure that the findings were consistent with the participant's accounts. Thus, the findings were presented by providing the researcher's descriptions of the findings but supplementing these with direct quotes and references from the raw data thus confirming their accuracy, relevance and truthfulness to the data.

Qualitative research embraces various methods which encourage validity. One such method which Banister (1994, p. 145-146) outlines is triangulation:

Triangulation is essentially the use of different vantage points and takes a variety of forms...triangulation allows illumination from multiple standpoints, reflecting a commitment to thoroughness, flexibility and differences of experience...Triangulation makes use of combinations of methods, investigators, perspectives etc., thus facilitating richer and potentially more valid interpretations. Exploration from a variety of sources using an appropriate combination of methods increases our confidence that it is not some peculiarity of source or method that has produced the findings.

The multi-source approach which informed the process of this research rendered it a triangulated design (Frankfort-Nachmias & Nachmias, 1996). One method of triangulation involves drawing upon differing sources of data in an effort to verify the data that is obtained from the various sources and thus increase validity (Frankfort-Nachmias & Nachmias, 1996). Banister (1994, p. 146) calls this "data triangulation". Frankfort-Nachmias & Nachmias (1996, p. 206) provide two main advantages of triangulating methods of data collection:

To minimize the degree of specificity of certain methods to particular bodies of knowledge, a researcher can use two or more methods of data collection to test hypotheses and measure variables: this is the essence of triangulation...If the findings yielded by the different data collection methods are consistent, the validity of those findings is increased. In addition, as a research strategy, triangulation has the benefit of raising social scientists above the personal biases that stem from single methodologies. By combining methods in the same study, observers can partially overcome the deficiencies that flow from employing one investigator or one method.

Focus group research is open to being swayed by the researcher's own assumptions, given the nature of the interview schedule. The researcher constructs the interview guide based on her/his own interpretation of the problem to be discussed. This inevitably affects the items included in the interview guide. This research supplemented the focus group interview data with data obtained from other sources (namely various investigative documents) which ensured that any potential biases and distorted interpretations which may have arisen as a result of the researcher's assumptions were exposed and checked before they affected the analysis of the data.

The essentially evaluative nature of action research ensures that participants are included in all stages of the research and that their opinions and feedback are respected and implemented appropriately. The ethical consideration here Banister (1994, p. 154) refers to as “protecting participants”. This guarantees the primacy of the participant’s opinions and experiences and guards against exploitation of the participants - a situation in which the research does not benefit or actually harms the participants (Seidman, 1991). Located within an action research framework, this research inevitably acknowledged this ethical consideration.

Finally, the participants have access to the findings of the research directly through the pro forma document that they were instrumental in developing and which they will hopefully use in their work, and indirectly through this report which will be available in the Rhodes University library.

CHAPTER FOUR

RESULTS

4.1 PRESENTATION OF FINDINGS

This section details the findings in the form of a list of the categories and themes which emerged from the data. There are two main categories and each one contains various themes which represent various aspects of that particular category. The first category can be labelled “Content” and the second category can be labelled “Process”.

CONTENT

The themes in this category relate directly to the items presented in the pro forma document. Each theme translates into a number of specific items that have been operationalised in the pro forma document.

- Victim-Offender interaction
- Verbal interaction
- Modus operandi
- Signature behaviour
- Relationship to victim
- Crime scene information
- Perpetrator information

- Victim information:
 - ◆ General victim information
 - ◆ Emotional state of victim
 - ◆ Physical state of victim
 - ◆ Mental state of victim
 - ◆ Victim behaviour
- Practical procedures
- Context of the crime
- Description of the event
- Witnesses
- Psychological support
- Forensics

PROCESS

The themes in this category refer to the context of the pro forma document, including the processes involved in investigating rape cases as well as the processes involved in implementing the document.

- Approach of police officer to whom the sexual assault is first reported
- Approach of the investigating officer
- Interviewing techniques
- Current rape investigations in South Africa
- Uses of the pro forma document
- Practical implementation of the pro forma document
- Resistance to the pro forma document

4.2 SYNOPSIS OF FINDINGS

The synopsis which follows is a brief, integrated, combined first and third person synopsis (Edwards, 1993). It involves a brief summary of each theme according to the researcher's own descriptions (third person) supplemented by extracts from the raw data in the form of direct quotes (in the case of the interviews) and other references (in the case of the other sources of data mentioned) - this is the first person characteristic of the synopsis. Furthermore, the synopsis is integrated in that "an integrative synopsis is one in which data from several sources is organised into a coherent presentation" (Edwards, 1993, p. 18). This presentation is informed by data obtained from all the various sources which have been detailed in chapter three.

This synopsis involves the discussion of the key themes that emerged from the data. These key themes link to and indeed inform the items contained in the pro forma document. It would, therefore, belabour the process to discuss each item included in the pro forma document since these key themes provide a path to the items in the pro forma document. The explanation of the themes should be read in conjunction with the pro forma document which has been included as an appendix in this report, since the themes are explained in terms of the number of the item or items that represent the themes in the pro forma document.

4.2.1 CONTENT

4.2.1.1 Victim-Offender interaction

This refers to the physical interaction that occurred between the perpetrator and the victim during the assault. It includes addressing issues like: weapons involved in the attack - the nature of the weapon/s, what happened to the weapon/s, whether the perpetrator brought the weapon/s with him to the crime or whether he found them at the scene, and so on. It also refers to questions concerning how the rapist managed to overpower the victim, whether she resisted or attempted to resist the perpetrator and associated issues like what the perpetrator's response was to the victim resisting or attempting to resist him. Questions which address the violent tendencies of the perpetrator are also encompassed within this theme. This theme is represented specifically by items 49 to 57 and items 133 and 134, as well as any other item that addresses the issue of the interaction between the victim and the offender.

4.2.1.2 Verbal interaction

This theme involves considering the verbal interaction that occurred between the victim and the perpetrator - what verbal exchanges occurred between the victim and the perpetrator? For example: did the perpetrator threaten the victim in any way? "You have passive threats... You don't have to beat a woman to rape her - you could threaten to kill her child". Furthermore, did the perpetrator ask or tell the victim to do anything specific - "What did he tell her during the uh, uh, the offence - you have nice hair, you have nice tits or something like that...". Did the perpetrator mention any weapons other than those he used during the attack? Did the victim say anything to the perpetrator?

Obtaining information about the verbal interaction may provide insight into the signature behaviour which the perpetrator displays. This is detailed as a separate category further on. The data suggests noting this verbal interaction directly - "Record the exact words spoken by the suspect and witness in direct speech". The pro forma document addresses this theme in items 127 to 131.

4.2.1.3 Modus operandi

Modus operandi (MO) refers to the manner in which the attack occurred. This is quite a broad theme and links to a number of other themes, such as Victim-Offender Interaction, Signature Behaviour, Description of the event, etc. It is important enough, however, to be included as a theme in its own right. Questions about the MO of the perpetrator are contained in numerous items in the pro forma document, including items 39, 40-44, 49-62, 72-74, 76-82, 106. These consider: How the suspect approached the victim; "How did the suspect maintain control of victim?"; If the perpetrator used restraints, what was the nature of these restraints, did the perpetrator bring them with him to the scene or did he find them at the scene, how were the restraints applied and what happened to the restraints after the incident. Modus operandi also includes questions about weapons involved in the attack. It is clear that the theme modus operandi is very similar to other themes, some of which have already been detailed. Modus operandi, however, has a broad focus in that it involves compiling a comprehensive picture of the way in which the perpetrator carried out the attack, rather than focussing on specific details of the assault. Thus, it considers: whether the perpetrator recorded the sexual acts in any way and if so how they were recorded; whether or not the perpetrator undressed, how far he undressed and in what order and likewise whether or not the victim undressed or was ordered to undress, how far and in what order; what happened to the clothing? MO also requires consideration of the

level of violence in the attack; whether he used foreign objects and if so how these were used and the nature of these foreign objects; how the perpetrator fled the scene, and so on. Modus operandi is a theme that encompasses all the details about how the perpetrator carried out the crime. The above are just examples of the features of a perpetrator's modus operandi.

4.2.1.4 Signature behaviour

His sort of rituals, uh, uh, did he take off all her clothes or did he just take her panty down to her ankles, also he, did he also take all his clothes off - that is quite important because that can also come when you've got serial rape cases and you can maybe make a connection because maybe the guy had a certain pattern.

This refers to questions about specific rituals or patterns or elements of the perpetrator's behaviour during the crime. For example: did the perpetrator dress in a special way for the crime (item 71)? If so, how did he dress and how did the victim know that he had dressed specially for the crime? Did the perpetrator perform any specific sexual rituals - did he ask the victim to do anything specific like wear certain clothing or perform certain sexual acts (items 74, 91)? Did the perpetrator purposefully leave anything at the crime scene (item 167)? Did the perpetrator reveal a fetish (item 76), that is did he "show a special attraction for a particular object, request certain objects...". Signature behaviour also links to other themes, but again is important enough to warrant the status of being its own theme. Although on the surface it may seem that Signature Behaviour overlaps with Modus Operandi to a large extent, the two are very different. This difference has been explained in Chapter Two.

4.2.1.5 Relationship to victim

Item 66 on the pro forma document considers this theme. What, if any, is the relationship between the perpetrator and the victim. Is the incident a “girlfriend/boyfriend issue”? Is the perpetrator an acquaintance, colleague, friend, ex-lover etc. One of the detectives interviewed mentions:

...I might investigate a case, or get a case where now I fill out this form, ex-boyfriend/girlfriend story um, the case gets withdrawn but there is certain aspects that I can look, or that maybe happens in say a couple of years...with another case and I can say well see this case was withdrawn because of this and this and this but I see that the suspect has got the same sort of a...maybe have a look at this guy...

Relationship to the victim is therefore an important theme that may point to an unknown offender in a different case at a later stage.

4.2.1.6 Crime scene information

“Your foundation of your case is your crime scene.” This theme requires all the information pertaining to the crime scene itself and is represented by items 169 to 172 in the pro forma document. The following are some suggestions about characteristics of the crime scene which must be considered as suggested by the data:

- A comprehensive description of the layout of the scene where the incident took place, for example: “...was the TV on, was the TV off, was the curtains open, was the curtains closed”; is it tidy or in a chaotic state? Furthermore, the victim should describe the crime scene prior to the attack (item 36).
- Details of the location of the crime scene - where is it in relation to the victim’s residence, work place, etc? Is it inside or outside? (Items 34 and 35)

- Descriptions of anything touched, stolen or left behind by the perpetrator (items 158, 161 and 167).
- Details of anything the victim touched at the crime scene (item 158).
- Details of the physical traces found at the scene - blood, sperm, fingerprints, footprints, etc (items 169-171).
- “Was the site of the offender’s initial contact with the victim the same as the rape siteplace?” (Item 38).

4.2.1.7 Perpetrator information

This requires gathering in-depth information about the perpetrator, such as:

- Physical description of the perpetrator, noting identifying features such as scars, tattoos, disabilities, etc (item 63).
- Description of the perpetrator’s clothing: “Include description of all clothing. It may be necessary to cover what the suspect wasn’t wearing” (item 63).
- Was the perpetrator drunk or under the influence of narcotics (item 73)?
- What was the perpetrator’s emotional state? Did he seem nervous or guilty?
- How did the perpetrator behave after the attack (item 128)?
- Did the perpetrator suggest they meet again (item 128)?
- Did he have an accent (item 64)?
- Any other potential identifying characteristic of the perpetrator, for example: “...the victim will describe what they smelt -they’ll say, you know...this chap was very clean, he didn’t smell dirty or he had no particular body odour or whatever” (item 63).
- Was there more than one perpetrator and if so what was each one’s role in the assault (items 67 and 68)?

4.2.1.8 Victim information

This theme refers to all the essential information that must be obtained concerning the victim. Items that include this theme are scattered throughout the pro forma document. For example, items 1 to 23 answer questions about the victim's personal details, background information, clothing, injuries as a result of the attack as well as her emotional and mental state when reporting the rape; items 28-31 address issues like the number of victims involved in the incident and details of what the victim was doing prior to the incident, while items 45-48 describe the victim's vehicle if she has one. It is a broad theme that has a number of components:

General Information

- The victim's personal details - name (including any aliases or nicknames she may be known by), address, contact numbers, age, employment, etc.
- Background information about the victim.
- The number of victims involved in the attack - if more than one victim was involved in the same attack.
- Details of the victim's previous sexual encounters: "You've obviously got to ask her when last she had sex and with who, you know..." (Item 155)
- Who did the victim first tell about the attack? (Items 147-149)
- How did the victim express herself when reporting the rape - her exact words?
- Description of the victim's clothing: what she was wearing prior to the attack, what she was wearing when reporting the incident.
- Although it may seem obvious, it is essential to include the fact that the victim did not consent to the crime (item 75).
- Ascertain whether or not the victim is willing to attend court (item 156).

Emotional State of Victim

This involves descriptions about the victim's emotional state when reporting the crime. For example: Was the victim crying? Did she seem anxious? Was she calm when reporting the rape?

This category necessarily also considers the emotional impact of the rape on the victim:

And what a lot of victims will do then after this thing happened, they will go and they will wash because they will feel dirty...and...another thing you must remember there, their objective when they come into the police station there is not the objective that the guy must be apprehended...they want to get - to tell someone about it...the first objective is not that they must be arrested - they want to tell a person.

The emotional impact of realising the procedures involved in rape investigations must be considered:

...for a victim, uh, the emotional side of when you tell them, listen this thing's going to go to court and the emotional stresses of realising hell I'm probably going to see this chap coupled with, uh, uh the fear of what are they going to ask me...

The victim's emotional state may also result in a distorted account of the incident when first reporting the rape.

Physical State of Victim

This requires descriptions of the physical appearance of the victim: the state of her clothes; injuries she sustained as a result of the attack; noting possible defence wounds; "describe all injuries received by the victim and feelings relating to them"; distinguishing features of the victim, for example scars or tattoos, and so on.

Mental state of victim

Was the victim drunk when she reported the rape? Is the victim mentally retarded or psychologically disturbed in any way?

You've got to ascertain very carefully, uh, confront her with the fact and say listen I can smell alcohol on your breath um, what is the story and she might say well I took a brandy afterwards to clam my nerves...uh, don't just jump to a conclusion because of uh, an observation and your observation gives you a specific impression of what you think happened.

Victim behaviour

Information needs to be obtained about the victim's behaviour and movements before, during and after the attack. Thus, "describe any route taken by the victim prior to the attack"; describe her behaviour during the attack - did she bite or scratch the perpetrator?; provide an exact description of what the victim felt during the sexual assault; what did the victim do after the attack? How did the victim leave the scene (item 144)? Who did the victim first tell of the incident?

4.2.1.9 Practical procedures

This theme suggests the correct investigative procedures to be followed by investigators. It includes the following criteria:

- Ensure that the victim does not or has not washed before being examined by the District Surgeon (item 154).
- Ensure that all the necessary physical evidence has been correctly dealt with - "Pap smears...nail scrapings...pubic hair and blood of suspect...condoms/sperm/bed linen..." (items 169 and 170).

- Explain to the victim the court procedures which are an inevitable part of the investigation (item 156).
- “You have to visit the crime scene - because that’s where basically you get a picture of...or get the stuff so that you can move forward: (item 172).

4.2.1.10 Context of the crime

It is important to contextualise the crime in terms of what happened before, during and after the assault: “...I think before, during and after is a good approach because it gives you a chronological event...it’s easier to understand because, um, somebody reads the thing, uh, can form, uh, a picture in their mind of what happened” Items 21, 30, 31, 37, 39, 49, 50, 72, 73, 74, 125, 127-131 are just some examples of information pertaining to the context of the crime..

Information about the date and time of the attack must be obtained as well as the conditions surrounding the crime, for example weather conditions (item 27), the perpetrator’s actions before, during and after the crime, duration of the crime, etc.

4.2.1.11 Description of the event

“...the actual act must fall within the scope of the definition of rape” - item 153. Information about the details of the assault must be obtained. This would include the following:

- Where did the sexual assault occur? (items 32-35, 103)
- Did the perpetrator penetrate the victim? (item 72)
- Details of the sexual acts committed by the perpetrator as well as those the perpetrator forced the victim to perform (items 72 and 74).
- Did the perpetrator ejaculate? (item 114)

- Was the penis erect? (item 110)
- Was there evidence of sexual dysfunction on the part of the perpetrator? (item 116)
- Did the offender do anything to remove evidence, for example wipe his penis? If so, what was the nature of this article and what happened to it? (items 120-124)

4.2.1.12 Witnesses

The “impressions” and “observations” of witnesses must be recorded. When questioning witnesses, the officer must not lead them in any way - “you must never lead the witness...let him tell us in detail and if there’s any clarifications that you want to clear up then you can afterwards ask him this kind of questions”.

Details of witnesses with regard to their relationship to the victim must be recorded - see items 151-152.

Witnesses are often reluctant to come forward:

...witnesses don’t...just don’t come forward - they will stand there at the crime scene and they will look what you’re doing and they will see your approach, you know...are you a trustworthy...they will watch you and I’m telling you two or three days after you will get a call on your cell phone at the office...

4.2.1.13 Psychological support

This theme refers to the psychological support that is available to the victim and is represented in the pro forma document by item 157. According to the data, the general police officer at the charge office is not aware of the psychological services available and “he doesn’t even consider asking the person do you want to talk about this...um, maybe giving the chap a list of support

groups in that particular area is a good idea". A further suggestion, in terms of psychological support, was to suggest that the victim seek psychological help after the case has been to court. Apparently the victim often does not want to talk about the details of the sexual assault before the court case knowing that she will have to re-live the event in court: "Ek dink daardie goed moet eintlik kom na die saak klaar is".

4.2.1.14 Forensics

Police officers are not aware of the forensic support available to them - "...a lot of policemen are ignorant of these things and they don't actually know what the forensic laboratory can and can't do for them". In terms of forensic systems which assist investigations, investigators should consider the following: Pap smears, pubic hair and blood samples, nail scrapings from victim, forensic investigation of condoms, bed linen, etc. Traces left by the offender, such as fingerprints and footprints, semen, hairs and fibres should be collected, as well as anything the perpetrator touched or left behind or used during the assault. The guidelines for this are contained in items 169, 170 and 171 of the pro forma document.

4.2.2 PROCESS

4.2.2.1 Approach of police officer to whom the incident is first reported

This theme emerged out of the focus group discussion around how inexperienced police officers at the charge office respond to a rape victim reporting the rape:

An incident took place here - a woman report a rape at the charge office and the guy asked her listen did you enjoy it. How, how can you ask a woman like listen did you enjoy it? And another incident where she reports a rape and the policeman tell her listen here lift up your dress that I can see and he feels her, you know...

The situation at present is such that “normally the guy at the charge office and that people is not...you know they have only been trained to do basically normal polisie duties...and they don’t have any...experience...or interpersonal skills...”. The data suggests that the approach of the police officer to whom the rape is first reported is very important in terms of establishing the victim’s confidence and trust in the police officer and allowing her to open up:

I think it’s a process that you have to take her through...gain her confidence...I mean you can read this book of this woman in PE who was raped by the two men...you see that’s how she start to talk out about it because of the way she was treated by the police - and anyone involved - she can feel she can face these people again...

4.2.2.2 Approach of investigating officer

This is different from the previous theme in that it details more what the approach should be and how an experienced detective would handle a rape case. A straightforward approach is advocated which minimises the embarrassment and awkwardness:

I let them say things as it comes out and ask them for specifics later uh, or even at the time if it’s appropriate, um, and straight forward never hurt anyone, um, about asking those embarrassing sort of questions - just ask them straight out invariably...

The victim must be allowed to describe the incident in her own way in the context of a sensitive, trusting relationship with the officer taking the statement. The investigating officer must report as objectively as possible the details of the case - "You must not create the impression...that you observe only what you want to observe...you must be always objective".

In terms of suspects who have been apprehended for the crime, it cannot be assumed that they are guilty:

The purpose of investigation is not only to build a case - well that is the initial purpose. But obviously if you have a suspect you must give him ample opportunity to prove his innocence, and you must obviously - if he has a story or if he has an alibi that's concrete then obviously it's not the right person and you must move on. You know, so if you have a suspect you don't just have to target the guy until you prove the case against him.

The investigating officer must be sensitive to the fact that the victim's initial descriptions of the event may be distorted because of the emotional pressure she is under as a result of the rape. Furthermore, the investigating officer must not lead the victim or the witnesses in any way when asking questions. They will inevitably feel pressured to assist the police in any possible way which does open up the potential for them to describe events in ways that are possibly not entirely accurate:

...you must not let that witness or complainant under the impression that there's a...a...on that moment in time there's a responsibility on her that she must give a description or she must be spot on - the moment you're going to do that you're going to have problems because...she came to have the idea, listen here I must assist the police...

The data emphasises a professional approach on the part of the investigating officer which builds trust within a sensitive and concerned relationship.

4.2.2.3 Interviewing techniques

This does link to the previous theme. In terms of interviewing, the data suggests that:

statements from victims of serious sexual offences should be taken 24 hours *after* the incident...this does not mean that you should not start interviewing the victim/witness and making notes of this conversation. A delay of 24 hours is preferable before a written statement is obtained because the body produces adrenaline after a traumatic event which can inhibit memory retrieval. Adrenaline will dissipate from the body after a 24-hour period.

A situation may arise in which contradictions in the descriptions of the event occur. Officers should confront the victim or the witnesses with this contradiction in a subtle way to ascertain whether or not the contradiction was an honest mistake. The FBI were quoted as a model to be imitated in terms of interviewing techniques:

...the FBI uses a technique, but I must tell you now they are far in front of us because they've got these rooms where people observe the complainant while the other one is interviewing. They let the complainant tell the whole story from A to Z and...after he is finished they will let him tell the whole story from Z to A...from the beginning till the end and from the end till backwards and they said you will not believe it how many things that a complainant come up with which he didn't mention from A to Z.

4.2.2.4 Current rape investigations in South Africa

This refers to how rape investigations are conducted in the South African Police Services at present. This has been discussed to a certain extent in the previous theme of Approach of police officer to whom the incident is first reported.

The theory is that a rape victim's statement should be taken by a female officer:

...our policy now is that the statement must be taken by a female...and lots of the people...don't have any female members. So that means that either the detective on stand-by has to come out, or otherwise, um, they take a statement, the male takes a statement...which actually they shouldn't do.

The pro forma document, however, would assist the process of statement taking:

Now with these forms they can still open a docket because the problem is there's got to be a statement before they can open a docket...And I think, uh, if these forms are implemented, I mean what could be easier? You've got all the details um, without...actually getting down to...to what happened and to her statement...what they do now is uh, if the lady comes in and she tells them what happened, he writes his statement without asking any questions...he just writes what she told him and then they sort of open a skeleton docket just to have a case number and to open a docket...so um, I think the complainant can be helped in the charge office even though there won't be a female member to attend...

Another aspect of this theme is the type of rape which is most often reported, and that is "a boyfriend/girlfriend type of thing...where the suspect is known to the complainant, where you actually know from the beginning...that it might not even go to court..."

4.2.2.5 Use of the pro forma document

The pro forma document would be useful in investigating rape cases in which the suspect is not known to the victim. Furthermore, this theme reveals the potential benefits of implementing the pro forma document in rape investigations:

...and uh, I mean it's going to streamline it much better if you just go through this form and then start taking a statement instead of sitting and taking notes of, you know...I might think it's important for her to say A and T might think it's important for her to say B. But now you've got one form that says A,B,C that's important...

The pro forma document not only helps with the investigative aspects of rape cases, it is also useful when the case goes to court:

...it will be helpful...because it doesn't only help you with your statement and investigation, it also helps you for court purposes...you know things that you can't remember that...because you know sometimes they get petty about small things like the weather - which you are mentioning in here...um, and I mean even if you wrote up your pocket book, you can't remember the weather...

4.2.2.6 Practical implementation of the pro forma document

Practically, it was suggested that the pro forma document be used as an adjunct to the statement - a guide for what to include in the statement - “ While you take the statement you have the pro forma document that the chap can just refer to, uh, have I asked this or that or whatever and he can maybe just tick it off and see if he’s included that information in the statement”.

The pro forma document is practically useful in that it allows for flexibility - it can be edited according to the specific case: “T also said there are some, uh, things that are irrelevant...But I mean, if it’s here, you can always, um...see...if the case allows for you to fill out that question...you fill it out. If it’s not relevant on that case you just skip it”.

In terms of administering the pro forma document, it is important that the police officer taking the statement administer the pro forma document her/himself - it must not be left up to the victim to complete the form.

4.2.2.7 Resistance to the pro forma document

The following areas were identified as potential problem areas with regards to the pro forma document:

- Length of the document.
- There is apprehension that the document will increase the already overloaded work load of the police officers.
- It was felt that some of the questions contained in the pro forma document were irrelevant.

4.3 SUGGESTIONS FOR IMPROVING THE PRO FORMA DOCUMENT

- It is probably best used as an accessory to a statement, rather than replace the victim's statement. It should be used as a guide to check that the officer taking the victim's statement has obtained all the essential information.
- It should be flexible enough to allow for editing according to the details of each specific case - some items may not be relevant to some cases.
- The order in which statements are taken generally is to get details about the victim herself and then descriptions of the perpetrator/s as soon as possible so that officers can be dispatched to go out and look for the perpetrator.
- There was confusion about whether or not the items concerning the forensic aspect of the investigation should be kept or discarded. The researcher decided to keep the items. This decision seemed a safer option to discarding the items since they can always be discarded at a later stage when the pro forma document is implemented in real cases.

CHAPTER FIVE

DISCUSSION

The result of this research was the development of a pro forma document for use in police rape investigations in South Africa. The (theoretical) context for, process, and final development of this document has been traced in the preceding chapters. This section provides a discussion of the research process in terms of the motivation for the research, methodological issues, and the implications of the pro forma document in the context of rape investigations in South Africa. In so doing, it will demonstrate what the results of this research actually mean by considering the issues involved in practically implementing the pro forma document in rape investigations.

5.1 POTENTIAL LIMITATIONS OF THE RESEARCH PROCESS

The aim of this research was to develop a pro forma document for use in police rape investigations in South Africa. The limitation inherent in this concerns the potential difficulties associated with implementing the document in real cases, since the research did not encompass marketing the document and testing the document in real rape cases. The pro forma document may experience resistance to its implementation as an investigative tool in actual rape cases.

The recommendation which necessarily accompanies this limitation is to embark on a nationwide project of marketing the document to those powers who will ultimately determine its fate. This is most likely to be achieved by proactively working with the police departments (particularly those most concerned with investigating rape cases) in becoming familiar with the items and procedures set out in the pro forma document and thereby exposing the potential advantages of utilising the document in real cases.

Another possible limitation could be the lack of input from rape victims concerning the broad context of rape investigations in South Africa, as well as more specific information regarding what items should comprise the pro forma document. The researcher hoped to focus specifically on the investigative aspect in terms of exploring the context of rape investigations in South Africa from the perspective of those detectives who investigate rape. This focus could, however, be perceived as limiting the research to a one-sided perspective.

5.2 METHODOLOGICAL ISSUES

The research process was hampered by the essentially unpredictable nature of police work, particularly in the data collection and evaluation stages of the research. The researcher found that she was continually having to re-schedule the times set aside for focus group interviews with detectives. Furthermore, the detectives participating in the focus group interviews were continuously distracted by urgent phone calls and on one occasion the interview was interrupted because one of the participants was needed urgently in court and had to excuse herself from the group.

Inevitably this meant that the researcher could not control the number of participants available to participate in the research at any one time. This could possibly be a limiting factor in the research in that, particularly with regards to the evaluative aspect of the research process, perhaps a wider variety and number of detectives would have revealed different and possibly more significant findings. Clearly, the recommendation to improve this aspect of the research, therefore, would be to access more input from different detectives, particularly if problems arise with the pro forma document during its implementation. Furthermore, it would possibly have been more beneficial to access appropriately experienced detectives from other areas, rather than only focussing on Grahamstown (although the researcher did obtain input from one detective from the Gauteng area). This could have possibly increased the reliability of the study.

The methodological framework which informed this research was characterised by action research. The above-mentioned problems that were encountered at various stages of the research process could be negotiated successfully because of the flexible nature of action research. Action research entails a relationship between the researcher and the participants based on co-operation. In the context of this research, the relationship between the researcher and the participants was sufficiently co-operative to allow for flexibility on the part of both the researcher and the participants. This meant that, despite their chaotic, unpredictable schedules, the detectives were always eager to re-schedule missed interviews.

The evaluative nature of action research increased the validity of the research findings in terms of ensuring that the findings of the research were an accurate representation of the participant's experiences and input, since evaluation entailed presenting the initial findings to the participants and acknowledging and appropriating their feedback.

5.3 TOWARDS A SYSTEMATIC APPROACH TO RAPE INVESTIGATION

The development of the pro forma document arose out of the context of current rape investigations in South Africa. The alarmingly high incidence of rape in this country combined with the severe under-reporting of such incidences points to serious problems and inadequacies in police investigation of rape in South Africa.

The pro forma document has been designed as an investigative tool which informs the framework of systematic, thorough investigations. The pro forma document includes items that are designed to obtain the essential information, in a standardised and systematic way, for the investigator to construct a comprehensive profile of the perpetrator. Thus, the pro forma document provides the medium through which techniques of profiling are facilitated and mediated. The connection between profiling and systematic investigations has been explored in Chapter Two: profiling depends on systematic, thorough investigations which ensure that all the essential information is obtained from the beginning for its success. Furthermore, profiling techniques inform thorough investigations (Geberth, 1996; Turvey, 1996). In this context of profiling, then, the pro forma document functions to obtain the essential information about a rape case and in so doing facilitates the investigator in her/his task of profiling the offender in a systematic, efficient manner.

The tension inherent in the practice of profiling can be translated into a tension between a theoretical and a scientific/empirical approach. This has been detailed in Chapter Two. The approach to profiling employed in investigations in South Africa is characterised by a theoretical framework through which characteristics of the offender are explored based on engagement with the traces left behind by the offender. This work is embodied in the person of Dr Micki Pistorius and has proven enormously successful in the South African context. At the University of Liverpool in the United Kingdom, Dr David Canter encourages a scientific/empirical method for profiling offenders (1995). This method relies on research and sophisticated computer software to develop accurate and comprehensive profiles.

The pro forma document is a tool which can facilitate both the abovementioned methods of profiling. Any attempt at profiling has as its starting point complete and comprehensive information about the particular crime. The pro forma document, as an investigative instrument designed to access this essential information as completely and comprehensively as possible, provides this fundamental foundation for offender profiling.

5.4 THE PRO FORMA DOCUMENT AND INVESTIGATIVE SUPPORT SYSTEMS

The pro forma document is the foundation of the investigative support systems that have been identified as essential investigative tools in the context of rape investigations in South Africa.

The pro forma document is an investigative tool designed to access essential information about a crime, thereby paving a way for successful profiling. Thus the link between profiling, the pro forma document and systematic investigations is revealed: the pro forma document provides a framework for standardising and systematising rape investigations by providing investigating officers with a set form containing items which specifically require the exact details about the essential features of the crime. This information is a necessary condition for the construction of a comprehensive profile of the offender. Thus, the pro forma document mediates successful profiling of a rapist.

The purpose of the pro forma document as containing comprehensive information about a crime means that the document provides the foundation for the establishment of a computerised data base of rapists in South Africa. This is another valuable investigative support system which will inevitably increase the efficiency, and consequently the effectiveness, of the police in investigating rape cases. The information contained in the pro forma document will be organised and coherent. This facilitates the entering of the information into a computerised data base. The information contained in this data base will be the foundation for profiling the unknown offender. Thus, the connection between the pro forma document and various investigative support systems is clear, with the pro forma document providing the groundwork that facilitates and sustains these investigative support systems.

While the investigative possibilities of information technology are recognised and indeed utilised in many countries around the world, South Africa appears to be behind in terms of information technology and its applications to criminal investigations.

The Homicide Investigation and Tracking System (HITS) is one example of the application of information technology to police investigations. It is used by police in Seattle, Washington State in America. According to Keppel & Weis (1993, p. 1):

For years police investigators working in different jurisdictions on similar cases have worked independently of one another. They did not have access to the information available elsewhere that could speed and enhance investigations in their own jurisdiction...Innovations such as Washington State's Homicide Investigation and Tracking System (HITS) have changed all that. HITS compiles all that is known in its participating jurisdictions about serious crimes - rape, murder and gang-related crime - into integrated data bases that are rapidly expanding...By filling out a simple form that takes less than 30 minutes, investigators save countless hours on the phone or on their feet searching for information that the HITS system locates for them.

The HITS data bases rely on various pro forma documents for their information. Thus, there are forms for the different crimes, for example, rape, homicide, missing persons, and so on.

The document which this research has developed provides the foundation for the development of a similar data base in South Africa. Necessarily, this data base will include detailed information about known and unknown rapists in South Africa, since the pro forma document is specifically designed to obtain information about rape cases.

Investigative support systems such as these computerised data bases have profound implications for police investigations. As Keppel & Weis (1993) suggest above, the data bases computerise many police tasks - such as sifting through case dockets to find information about past cases - and thus substantially reduce the time it takes to successfully investigate a case, because it frees up time for the investigating officer to focus on the nuts and bolts of investigating. The pro forma document is the precursor to both systematising rape investigations in South Africa and thereby improving their effectiveness; and to the development of a South African context specific data base that will contain exhaustive information about known and unknown rapists in South Africa.

Like the pro forma document, the data base facilitates profiling as an investigative tool in that it provides information essential for the construction of a comprehensive profile of a rapist.

5.5 IMPLEMENTATION OF THE PRO FORMA DOCUMENT IN RAPE INVESTIGATIONS

The data suggests that the most convenient implementation of the pro forma document would be as an adjunct to the victim's statement. That is, the items contained in the document will be guidelines to the information that the police officer who takes a rape victim's statement need to obtain. The pro forma document, however, goes beyond just being an investigative tool. As explained in the previous section, the document is the source of all the information which a data base of rapists in South Africa would require. Thus, even if the document is only used to guide statement takers, the questions and items on the document must be completed comprehensively if it is to be used as the origin of the information contained in a data base.

The document is also a useful tool in that it is a sound reference base for investigators to access when they require particular details about a case that they have investigated but cannot remember specific details of. This is a particular use of the pro forma document that developed from the data. In most cases, the investigator has to wait at least a few months and at most a few years between successfully completing an investigation and the case going to court. The pro forma document, by focussing the investigator on the essential information, acts as an essential memory recall instrument by providing these fundamental details of rape cases in an organised and permanent account of the incident.

As an investigative tool, the pro forma document is most valuable and appropriate in cases where the perpetrator is unknown. However, for the purpose of the development of a data base on rapists in South Africa, the document is appropriate and valuable in all cases, that is not only in cases where the perpetrator is not known. Investigators would benefit mostly from a data base that contains information about both known and unknown offenders because it may occur that an unknown offender in a particular case is actually a known offender listed in the data base.

5.6 IMPLICATIONS OF THE PRO FORMA DOCUMENT

There are numerous implications attached to the pro forma document, some of which have been discussed in previous sections of this report. As an investigative tool, the pro forma document has implications for profiling and other investigative support systems, for example the development of a data base of offenders. However, another important implication of the document exists in terms of the professionalism the investigating officer displays in the context of her/his relationship with the rape victim.

Clearly, a professional yet sensitive approach on the part of the investigator is required. This approach was apparent in the case of Alison - a young woman who was brutally raped and almost murdered in Port Elizabeth. She says of the investigating officer (Thamm, 1998, p. 126-127):

I had never dealt with the police before and was a little apprehensive about him at first. They see so much in their jobs that I wondered if my case would be any different from the thousands of others they had to investigate? But Melvin never made me feel like I was intruding or interrupting him. He was always welcoming and his manner was confident but reassuring. He made me feel safe and I knew if there was one man who would put Frans and Theuns behind bars it was him.

In Britain, the Metropolitan Police have developed a Serious Sexual Offences Investigative Techniques Training Manual. Included in this manual are chapters on interviewing techniques and victim support systems. The manual emphasises a professional approach towards the victim when interviewing her which incorporates careful planning of the interview, sensitive engagement with the victim, considering her welfare at all times, and acknowledging one's own personal assumptions and beliefs and the effect these can have on others.

The standardised form of the pro forma document does not allow space for subjective interpretations and attitudes to influence and bias the investigating officer. Use of the pro forma document in rape investigations in South Africa would pave the way for a professional approach on the part of the investigating officers as a result of its organised, coherent and standardised structure which ensures systematic gathering of the details of the case. This structured format allows the pro forma document to contain the initial interview between the investigating officer and the victim with no possibility of being sidetracked by personal assumptions and biases.

5.7 ISSUES INVOLVED IN IMPLEMENTING THE PRO FORMA DOCUMENT

The potential benefits and improvements that the pro forma document implies have been documented in the previous sections. However, it is inevitably necessary to reflect on the problems that are likely to be encountered with regard to the implementation of the pro forma document in rape investigations.

No doubt the most resistance will revolve around actually getting detectives to use the document in rape investigations. Police services are historically conservative organisations, characterised by a strict hierarchy, and their procedures are controlled by rigid bureaucratic policies. Despite the enthusiasm the researcher encountered on the part of those detectives who participated in the research regarding the pro forma document, even these detectives expressed a certain amount of resistance to the use of the document, however subtle. They seemed unwilling to accept the document completely as an investigative tool designed to obtain all the essential information about a rape case thereby replacing their traditional procedures for taking a statement from a rape

victim. They were reluctant to substitute their particular methods and procedures for obtaining the essential information about a rape for the pro forma document.

This cautious enthusiasm and reluctance to abandon traditional methods of investigation for potentially more efficient procedures points to the necessity for marketing the pro forma document in such a way as to expose its potentials as an investigative tool designed to systematise, standardise and ultimately increase the efficiency and effectiveness of police investigation of rape in South Africa.

Another issue to consider concerning implementation of the pro forma document is a purely practical consideration. Inevitably organisations working on the development of a data base on sex offenders in South Africa would need access to the information contained in the completed pro forma documents. Ways of transferring the pro forma documents (or at least the information contained within them) from the police to the organisation/s would have to be very carefully considered and negotiated.

5.8 CONCLUSION

Inevitably, the way forward for police investigations in South Africa is by means of investigative support systems designed to equip police men and women with tools which facilitate the investigative process. The pro forma document that has been developed is one such tool whose value lies in its versatile usage in terms of rape investigations in South Africa.

The concept of such a document is based on the following premises:

- There is strong evidence supporting the argument that the procedures which govern rape investigations in South Africa are problematic. This is the argument proposed in this research and examples of this evidence have been provided in this report, both formally in terms of acknowledged statistics concerning the high incidence of rape and the high percentage of the non-reporting of rape, and informally in terms of experiences on the part of the detectives involved in the research concerning the approach of police officers to rape and the victims of rape.
- Pro forma documents are successfully used as valuable investigative tools for police investigations in many countries, including the United States of America and Canada.
- Pro forma documents are invaluable in terms of successfully applying procedures of profiling in investigations.
- These documents pave the way for computerising police functions in terms of providing the foundation for the development of data bases of known and unknown offenders.

The area of police investigation of rape cases in South Africa is precarious. The alarmingly high incidence of rape in this country combined with the phenomenon of the non-reporting of rape to the police is evidence on the one hand of the poor success police have investigating rape, and on the other of the lack of confidence the South African public has in the efficiency of the South African Police Services in this regard. This provided the practical context for this research.

The pro forma document that has been developed in this research sets out procedures for rape investigations that focus the investigator on obtaining the essential information about the case. In so doing, it is the starting point for standardised, systematic and essentially thorough investigation of rape in South Africa.

Theoretically, the research can be located within the framework of investigative psychology. Investigative psychology is an applied field of psychology that is concerned with applying the principles of psychology to the analysis, prediction and control of criminal behaviour and criminal investigations. Profiling falls within this field of investigative psychology in that it provides the criminal investigator with a valuable investigative tool, that is a comprehensive and exhaustive mental picture of the crime based on information obtained about all aspects of the crime which inevitably indicates the type of person who would have committed a particular crime and thereby assists investigators in terms of identifying and limiting potential suspects.

The pro forma document that has been developed provides the medium through which profiling is facilitated. By compiling and organising all the essential facts and details about a particular crime, the criminal investigator is well equipped to construct a profile of the offender. This is the purpose of the pro forma document. Thus the link between the pro forma document, profiling and systematic, thorough investigations becomes clear: the document contains the necessary information essential for profiling. Profiling as an investigative tool depends on and in turn facilitates systematic and thorough investigations which are concluded successfully based on the profile of the offender that has been generated.

The pro forma document is part of an investigative support system designed to assist and ultimately improve the effectiveness of the South African Police Services in investigating rape cases in South Africa. In addition to ensuring competent and systematic investigations, the pro forma document should ideally provide the basis for a data base of known and unknown rapists in South Africa. The document contains an organised and coherent account of the specific details of each case. This information should be entered into a computerised data base which provides readily and easy access to detailed information concerning all known and unknown rapists in South Africa. Such data bases are used successfully internationally. Furthermore, these data bases depend on pro forma documents for their information.

The pro forma document developed as a result of in-depth input from senior detectives attached to various units of the South African Police Services in Grahamstown. They were very forthcoming of both their formal and informal experiences in terms of investigating rape cases. The information they provided was supplemented by various investigative documents the researcher had access to. These provided another source of data as well as triangulated the research design for purposes of validity. The data was analysed utilising an accepted coding procedure.

There are some limitations with regards to the research. Despite these, however, the research remains groundbreaking in terms of developing a proactive document for use in police investigations of rape in South Africa. The pro forma document paves the way for a professional approach on the part of the police to rape victims because of its standardised structure that promotes, and satisfies the need for, systematic rape investigations in South Africa. One hopes that extended use of the pro forma document in real rape cases will afford it the reputation it

deserves as an invaluable investigative tool that facilitates successful rape investigations. This will inevitably change the public perception of the police as ineffective regarding investigating rape and consequently decrease the high incidence of the under-reporting of rape and of course of the incidence of rape itself.

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APPENDIX ONE

FOCUS GROUP AND INTERVIEW

SCHEDULES

FIELD NOTES TAKEN DURING INFORMAL MEETING HELD WITH DETECTIVES - 27/07/1999

I explained what my research is all about and where the police could help in collecting the relevant information needed for the Pro Forma. I said that I was working on developing a Pro Forma for use in police rape investigations which would include all the necessary questions the investigating officer needs to ask as well as necessitate the gathering of all the essential information regarding the crime. I explained the purpose of the meeting - which was to set up a formal meeting with various detectives from the Serious and Violent Crimes Unit in Grahamstown in order to discuss what needed to be included in the Pro Forma. The detectives present started providing suggestions about what to include in the Pro Forma. I noted their suggestions and listed them in my field notes:

- ◆ Condition of clothes of victim reporting the rape
- ◆ Emotional state of victim reporting the rape
- ◆ Physical injuries of victim reporting the rape
- ◆ Who did she make the report to/tell?
- ◆ What did she actually say? (Her own words - direct speech)
- ◆ Pap smears
- ◆ Did she wash before she reported it?
- ◆ Nail scrapings
- ◆ Pubic hair and blood of suspect
- ◆ Condoms/sperm/bed linen if assault happened on a bed
- ◆ Is the bedding torn?
- ◆ What is the state of the area of the rape?
- ◆ Photographs of victim's injuries
- ◆ Dates and times - of attack
- ◆ Did the attack occur outside or inside - ie where is the crime scene?
- ◆ What was the victim dressed like?
- ◆ Description of perpetrator
- ◆ Relationship to victim - ex-boyfriend etc
- ◆ Was the attack violent?

- ◆ Emotional condition of perpetrator - was he nervous etc?
- ◆ Did he say something, for example "I'm sorry"?
- ◆ What were his actions before, during and after the rape
- ◆ What were the conditions surrounding the rape, for example did he follow the victim?
- ◆ Was the victim mentally retarded?
- ◆ Was the victim under the influence of alcohol?
- ◆ Did she seduce him? Who made the first move?
- ◆ What actually happened sexually - did he ejaculate? Did he take all his clothes off? Was he turned on already when he got there?
- ◆ Was the perpetrator drunk or under the influence of alcohol?
- ◆ Is the crime scene clean or disorganised?
- ◆ Focus on behaviour before, during and after the attack
- ◆ Emotional state of victim is very important - note the exact words the victim uses
- ◆ Did the perpetrator ask the victim for sexual rituals, for example she must make a noise, tied her up, certain sexual position, fellatio etc

**FOCUS GROUP WITH DETECTIVES FROM THE SERIOUS AND
VIOLENT CRIMES UNIT - GRAHAMSTOWN**

30 JULY 1999

I am doing my Masters in this field of Investigative Psychology working closely with the Centre for the Study of Crime Prevention which has been set up at Rhodes University. My research focuses on developing a pro forma document for use in police rape investigations. The pro forma document would address all the information an investigating officer needs to obtain from a rape scene, that is information obtained from the victim and from the crime scene itself - the pro forma document is not concerned with cases where there is a suspect or someone has been arrested. The purpose of this workshop is to find out from you people - who are experienced in the field of rape investigations - what questions need to be asked *as routine*? What is the essential routine information an investigator needs to know.

So the idea behind the pro forma document is that all the information is there - so investigators do not have to worry about forgetting to ask certain things etc. Also, if they forget some details of the crime, the pro forma document will be there on computer and one can access it very easily.

I realise that we have discussed a lot of the issues which need to be addressed by and included in the pro forma document during our informal discussion on Tuesday afternoon. I am sorry if we repeat a lot of these. This formal process is imperative to my research process.

I am going to address the group in English if that is OK with everybody - however, please feel free to talk in Afrikaans if you feel more comfortable with that - my understanding of Afrikaans far exceeds my ability to speak it!!

FOCUS GROUP INTERVIEW GUIDELINES

- ◆ What is important to know from the start?
- ◆ What makes a rape investigation go wrong? What are the most common mistakes or omissions that an officer investigating a rape case experiences?
- ◆ Why do you need to know certain things? Can you provide examples of cases that did not obtain this particular bit of information and the consequences of this?
- ◆ Who actually deals with rape cases? What is the procedure for a rape victim in reporting the crime?
- ◆ What is the general attitude of the police staff towards rape cases? If this is negative, how can this be changed?

**BROAD CATEGORIES CONSIDERED BY THE RESEARCHER BEFORE THE
WORKSHOP - BASED ON FIELD NOTES TAKEN ON 27/07/1999**

- ◆ Physical interaction - violence, victim's injuries etc
- ◆ Verbal interaction - did he speak to her? What did he say? etc
- ◆ General interaction with perpetrator - was he apologetic after; how was he before the attack etc.
- ◆ Modus operandi - how did the attack take place - for eg did he follow her? etc
- ◆ Signature behaviour - did the perpetrator ask the victim to perform certain sexual acts; did he tie her up in a particular way etc.
- ◆ Possible relationship with the victim - does she vaguely recognise the perpetrator.
- ◆ Practical implications - for example must warn the victim not to wash and that she will have to undergo a physical examination etc.
- ◆ Physical evidence left behind at crime scene - eg perpetrator's pubic hair, sperm etc.
- ◆ Emotional state of victim.
- ◆ Location of the scene - was it at her house or in a neutral environment.
- ◆ State of the crime scene - if it happened on a bed - is the bedding torn etc.
- ◆ State of victim - was she drunk or mentally retarded.
- ◆ State of the perpetrator - was he drunk?

INTERVIEW GUIDELINES

21 October 1999

- ❖ Was any information lacking?
- ❖ Were some of the questions unnecessary? That is asking for information that is not essential?
- ❖ Is the document too long?
- ❖ Is the presentation of the document acceptable? For example, should the person completing it tick or colour in the circle etc?
- ❖ Order of the questions.
- ❖ General comments about the document.

APPENDIX TWO

TRANSCRIPT ONE

TRANSCRIPT OF FOCUS GROUP INTERVIEW - THURSDAY 29 JULY
1999

PARTICIPANTS:

Researcher - [R]

Master's Student - [B]

Master's Student - [M]

Detective - [G]

Detective - [A]

Detective - [C]

R: It seems that most of the people here actually know what my research is about, but for C's purposes, I'll just go through it. Um...is it OK if I speak English?

C: Ja...ja...go for it.

R: I'm doing my Masters in the field of Investigative Psychology and I'm working with the Centre for the Study of Crime Prevention at Rhodes. And I'm working on developing a Pro Forma for use in police rape investigations. So what I'm looking at is um...what are the questions and information the police need to know and need to obtain in order to be a thorough investigation. And so um...we had an informal workshop on Monday with A and he gave me a lot of ideas and suggested you be involved. And so that's really what the research is all about. Um...sitting and getting ideas and then (the director of the CSCP) and M and I - we'll sit down with the ideas you've given us and try write some sort of tentative check list of...of things. And you know obviously I am coming from a completely ignorant position - I don't know...know anything, so I need people who are experienced in the area - who are in it - I need to draw on those resources. Um...we're probably going to cover a lot...of what you know what we covered on Monday, um...and if you...please feel free to speak in Afrikaans...I understand it better than I speak it. OK...so do we want to go forth about when you get to the crime scene...the person has been raped and she's reported it and what is it that you need to know..

G: Well obviously one would have to get some sort of detailed explanation from the...the victim, uh if possible in...in writing. Obviously the policeman's approach to the victim would uh...facilitate or to possibly get maximum co-operation out of the victim...but initially a detailed sort of thing...

R: Ja...

G: ...obviously at that stage uh, if she has just been raped uh one has the concern of getting her to uh the district surgeon or to even her own doctor...they can, they can choose...

R: OK.

G: ...uh if they want to be examined by their own doctor or... You have that worry as well so that you can collect your evidence...your physical evidence, your smears and hair samples and so on...uh...

R: But when you say get details from the victim, what details? I sort of need to know specifics...

G: Right. The run up to the crime - the basic introduction...how did it come about that she was confronted by the perpetrator um...under what circumstances, how did he actually um...overpower her, in what sort of manner and um...what was the run up to that. Um...if he used a weapon, verbal abuse um...although, when I've spoken to rape victims um...I let them just say things as it comes out and ask them for specifics later uh...or even at the time if it's appropriate um and straight forward never hurt anyone um...about asking those embarrassing sort of questions - just ask them straight out invariably...well what I found

is that they will tell you, you know...

R: Ja...

G: um..these embarrassing sort of things where you're scared to ask...

R: Ja...that's you know the idea of the Pro Forma as well is that it will sort of you know go beyond that level of embarrassment because the questions will just be there and so...

G: Ja...ja...

R: ...you know you'll just have a yes/no sort of answer, a very sort of systematic, official form...

B: You're kind of forced to ask those questions because it's there on a piece of paper...it's there, you must ask, rather than the sort of embarrassment, ooh I don't want to ask that...

A: Ja...

G: Well it's very difficult I think to draw a particular...

C: Because each...each case is different so...that's what I usually do...I just listen to the story and then later elaborate on certain aspects, just ask her more questions to get clarity on what actually happened...so it's still...I don't think there is...OK maybe sort of like descriptions of the suspect the scene and stuff like that...but the actual physical you know...because every rape's different...

R: Ja...so it's important that what I do would be flexible...

C: Ja...

R: ...to get the information at different stages and not too rigidly?

C: Ja...

R: OK.

G: Ja...obviously you get different forms of overcoming the resistance whether it be verbal or physical restraint, the possibility of threats all this sort of thing - well obviously there is a threat or otherwise they are not going to succumb to the thing - there must be some kind of threat...um...or some reduced form of threat that they think it's going to be like a real thing. Um...which I think with...well I don't really know if the chap would use the same form of threat in each and every case...I don't really have too much experience on let's say thirty victims of one particular knucklehead...

R: OK...

G: I'll watch my language!

R: A you came up with quite a few ideas when we chatted on Monday...um...what are your ideas on what...what information...

A: I think the most important - the starting point is as G said there the approach of the perpetrator. Was it a verbal approach, a violent approach...I mean be verbal approach did he make any suggestions to her...you know like did he met her in a bar or did he follow her down the street till her flat...uh that is quite - I think that you have to know...I think that what's very important here - the person that's going to interview her, she must have a very good trust in her. Your...your approach must be - I will not say emotional but you must try to go into her mood ja...what she is, because what...what happens often is um...they will tell you everything but...except the um...what we want to know...the sexual offence itself...

G: Ja...

A: They normally...

C: Go around that...

A: Ja...go around that and that's where you must get in and I think that's the first thing - the impression of the policeman or officer who's going to interview her - if she don't have a good impression of him or the approach, then you will have...quite a few problems...

C: Ja...that's one of the things I struggle with when I have a rape case. Um...you get to the actual sexual offence...(Participant was interrupted by knock on the door)...uh, when they

actually have to explain exactly what happened for court purposes and uh, they, they...I mean if I was a member of the public and I was raped, I wouldn't know how to say - I wouldn't know that I must actually tell the investigating officer that he forced my legs open or he this ...those are things that must be in the statement and people, I mean the complainant mustn't know that she actually...so they just get to the point and say OK then he raped me and that's it...

G: Ja...that's right...

C: And then you've got to put it to her and say to her listen, um...for court purposes we need to know what he actually did...how did he...

R: ...specifics?

C: ...what do you see as rape...

G: Ja...the actual act must fall within the scope of the definition of rape. There must be uh, penal penetration and it's...it's important to ask her listen did he actually penetrate you or whatever...

C: Ejaculation is also another important point you have to ask...

G: Ja...ejaculation...ja...If she doesn't know then she doesn't know - uh the forensic things will show later and so on. You've obviously also got to ask her when last she had sex and with who you know and uh, these are very sensitive things because you're...you're really intruding on the person's privacy and...but it's important to know because you might have contamination in your...your semen samples and you have to explain that uh, in some sort of reasonable fashion...

R: OK...

G: ...and uh, you know you're really intruding on this woman's private life in a huge way so winning her confidence is very important or um...again the approach so that she feels confident or that she can talk about it to you.

R: OK...

G: Ja.

B: Just generally, I was just wondering in rape cases, who's usually the first person to talk to the victim? Would it just be whoever's at the charge office?

A: You see you have - that's normally the guy at the charge office and that people is not...you know they have only been trained to do basically normal police duties maar not like in a special field but the approach of a victim you understand...

R: Ja...ja...

A: ...and they don't have any uh...uh ...

B: ...experience or...

G: ...interpersonal skills ...

R: Ja...

G: ...as such and then I don't think there's any course in the cops to teach you skills like that - just talking to a person...

A: I mean take an example...you is been a rape victim and you go to Grahamstown charge office or any other charge office or go...but especially Grahamstown ne, I mean there's a lot of people standing at the counter...

R: Mmm...

A: ...it's open...open counter - now a person want to report a rape and there's a lot of people standing behind the counter and there's also a lot of people complaining. Now she want to tell you, listen here I've been - I've just been raped. Ja...so there's not really facilities...I don't know if you agree with me G we must make provision for where a person must be interviewed. It's only when the detectives come in or Child Protection or these people coming in when they take the person one side and...but that first

impression...

C: Ja...

A: ...is the one that's going to make uh...if you're going to have success because what...that first impression from a uniform guy...eventually also going to lose trust in her if she is going to have the same approach, you understand...

R: Yes...

A: ...they always say mos the first impression is your...

G: ...lasting impression...

A: Ja...last impression, you understand...

B: So would you suggest like in a Pro Forma you, you make this extremely clear or do you think it would help?

A: Ja...

B: ...like with a first impression - be nice, try interview them privately like even if you duck into someone's office 'cause, 'cause I didn't actually think of it, that would be a nightmare...

G: I think you've got to define be nice because um...I don't know some women may not want sympathy but just a straight down the line approach ...

A: ...that's right...

G: ...although you know you've got to gauge it when you get there - take charge and say listen I'm so and so or whatever, I'm going to do this or that. I think uh, any victim no matter what the crime is is just interested or just wants to hear that somebody is interested in their case...they mustn't...

R: Mmm...specifically...

G: Ja...specifically and that they feel confident and that they feel wow this person is really intensely interested in my problem.

R: I think you know with the, with the Pro Forma in terms of the skill and level of experience of the person who is...who the victim comes to that will sort of take care of that because it will be set questions...

G: Ja...

R: ...they won't have to think must I ask this whatever because you know it will be on a piece of paper. But in terms of the sensitivity of the officer that is...you know who it is reported to um...they have been doing that sort of cognitive interviewing in Durban...is that right?

M: Mmm...I think so ja - roughly...ways of accessing information...

R: Ja...which, which M is hoping to get involved with as well so that will be another...another sort of training people to...

G: Ja..

B: Oh and you, you mentioned - sorry just slightly off the topic, uh taking note of the victim's...whether the clothing was disordered... and the emotional state...

A: Ja...physical condition - ja - the state of her clothes, her emotional condition...

R: Ja...

B: ...injuries...

A: Ja...injuries that's very important...

G: Although you mustn't always expect the person's clothes to be in disarray or for them to have injuries You have passive threats which uh, you know there will be nothing wrong with her clothes or whatever and um...uh that would probably just substantiate what she was saying or her version of the thing and if she says look he didn't hit me or anything to that effect and hear that he didn't but he obviously used some other form of threat. You don't have to beat a woman to rape her - you could threaten to kill the child um, something to that effect you know...

R: ...ja - questions about the interaction with...

A: Ja - it depends on the...on her emotional condition. We have recently uh, a case where a vehicle was hijacked and they shot the two of them and they rape both of the women there. When we went and...but when we arrived on the scene the woman was already taken - the one was already taken to hospital. When we interviewed her she denied the fact that she has been raped but it was confirmed by the other woman that she also has been raped but both denied it and till up to today she's denying it and she said no she didn't want to go to the doctor for Pap tests and that, you understand...

R: Ja...

A: And what a lot of victims will do too then after this thing happened they will go and they will wash because they will feel dirty you understand - they want to get...and must...another thing you must remember there, their objective when they come into the police station there is not the objective that the guy must be apprehended...they want to get - to tell someone about it...the first objective is not that they must be arrested - they want to tell a person. Sometimes they will not even report even to the police they will rather go to this other places - you get people who phone me who say listen here here's a person who's been raped...

C: Famsa...

A: Ja, Famsa...

C: Famsa...hospitals or the doctors...

A: You understand...

R: Ja...

A: ...ja there's that emotional side...

B: So they rather...they'd rather say speak to someone or wash themselves rather than get a conviction - that's like a later priority um...

G: There's a very important issue that you've just raised um...for a victim uh, the emotional side of when you tell them listen this thing's going to go to court and the emotional stresses of realising hell I'm probably going to see this chap coupled with the uh, uh, the fear of what are they going to ask me? Is he going to have an attorney? Is he going to try and make my name arse in court? How am I going to respond to that? You know it's a whole different spin on the ball once this person realises I've got to go to court now...

R: OK...

G: And not only testify about it but testify in public about what happened to her very intimately

...

R: Ja...

G: ...and how it has ruined her life...

R: OK...

G: It is a very important point that you, that you raised there.

B: So, so do you think you should tackle that, that aspect from the start - as soon as they come in you make them aware or would you rather wait until they like...

A: I think it's a process that you have to take her through. Her...her - the only thing - that process will only - if you gain her confidence at all and that's coming back to the first approach - what...how were - how were she approached by the police you understand? I'm telling you this thing is going wrong there - I mean you can read this book of this woman in PE who was raped by the two men...

R & M: Ja...Alison...

A: You see that's how she start to talk out about it because of the way she was treated by the police - and anyone involved - she can feel she can face these people again you understand?

B: Ja...

A: And I think that that is quite important.

G: Ja...to give you an example of of the things that you might have to say uh, this woman that I had on one of my cases um...she had to tell in open court you know that while this chap was raping her she lost control over her bladder you know and this chap went absolutely berserk and you know it's that sort of detail that might come out and it's very embarrassing for the person if they haven't dealt with it in a particular manner or realised you know that this - it's a normal thing that probably would happen to anybody but to say it in public - like wow!

A: You must also remember ne that basically in these high profile rape cases the defence will do at the utmost to go into your past and your social and that like - and they do it...

G: Ja...

A: They will bring it up in court, you understand. And you must, you must remember that that defence advocate have no feelings for, for, for that complainant and that he will...

B: He will shred her...

A: ...and he will show her - he will put questions to her which is very uh,...

B: ...personal...

A: Ja - it's not nice...I'm telling you...

R: Ja...so um - what information about the victim's past needs to be included for example on the Pro Forma if any?

G: Well I don't know because they might think you're intruding...

A: Ja - it's personal - I don't think you must ask such a question...

C: Ja...because maybe some, some guys don't even...OK lots of them do...I mean sometimes they don't even get questions like that you know, so...

R: Ja...

A: I think a question that you maybe can ask for the investigation officer - is she a known prostitute or like a - average person or - you can just maybe if - if a complainant is known to the investigation officer he can maybe make a comment ne that she is a prostitute and that but we must remember that a prostitute can also be raped...

R: Oh yes...

M: So there seems to be two issues emerging here. The one is the actual...sorry ja?

A: That's very important what G say there - uh, uh, uh, how you approach her like a prostitute you maybe have an open approach - and she will speak much more easier about it...like G said - listen here let's talk straight. But a other person like a, a doctor's wife will have a other different approach, you understand?

R & M: Mmm...mmm...

A: So it depends on the person's uh, I presume status and that ...

M: Ja...because I just want to say - I mean there are two issues - the one is how to access the information and that depends on the approach and who the person is and the things we have been chatting about now and then the other issue is exactly what information do you access it seems...

R: Ja...

M: ...so, so both of things need to be taken into account - the actual information and how to get the information...

R: Ja...so in terms of actual information - could you give me actual actual questions - what you need to know - for example start with the crime scene - you get there and the woman's been raped and she shows you where and what questions do you need to ask...

G: Well just the general run up to how, what uh, uh...the general run up to the thing. Where she was, how she got confronted what circumstances, blah, blah, blah...a general sketch of

that um...I was just thinking of something just now and it's just slipped my mind...but you must have a preamble to the events, uh, then what basically transpired with a specific focus of bringing uh, or eliciting information that falls within the scope of the definition of rape. Uh, there was no consent, there was penetration, things to that effect - because if there was no penetration then it was attempted rape - it doesn't matter you know, I mean it's just an academic thing but it must be put to the accused properly otherwise they will be acquitted of that charge so you know if it's attempted rape or rape it's basically...he's going to get the same sentence but you must get the information so that you know and can formulate your charge correctly.

R: So what would you ask?

G: Um...well the nitty gritty of um, did he, are you aware of if he actually penetrated your genitals or not uh and if she says yes or no or whatever the case may be uh note it in some sort of civilised way...

R: OK. And other things about the victim? What's important to note about her like her....if she had physical injuries, um...

G: Well, I don't know if that's really sort of a criteria. You can take her to a district surgeon and he will note that - the physical injuries. I won't examine her or anything...

R: No, no, but would you, would you note just her physical appearance?

G: Uh, offhand yes probably, although I think it's very dangerous for a policeman to comment on that...

A: Ja, ja - you must remember they will come with their questions to say that you are not a doctor or something but what you can say of the emotional state...

R: OK...

A: ...if she was emotional then you have to state why you say that..uh, she was crying, uh she was down, uh then you can also testify on, on the condition of her clothes - her clothes was torn or otherwise...if you can see the condition of her clothes was not good then you can say the clothes was torn - it was dirty and that ne. And injuries which you can observe like you saw she have a scar here or what krap wounds or what - what you call it in English...

B: ...scratch wounds...

A: ...you can testify about it but a doctor will go more in detail he can testify - he can give such evidence.

R: OK... Is that important information to know?

A & G: Ja...ja... definitely...

G: Um...you also want to know if the chap took anything from her house or from her person even, um jewellery or stole things from the house and a full description of that so that um, you can start looking for it or if you recover it you can identify it with the particular case which is evidence in your favour - in the state's favour and in the woman's case's favour.

M: What about asking about the actual rape - because I know A you brought this up the other day about what clothes were removed and...

A: Ja - his sort of rituals uh, uh did he take off all her clothes or did he just take her panty down to her ankles, also he, did he also take all his clothes off - that is quite important because that can also come when you've got serial rape cases and you can make maybe a connection because maybe the guy had a certain pattern. What did he tell her during the uh, uh, the offence - you have nice hair, you have nice tits or something like that you understand - and that can be part of the investigation officer you understand...

G: ...if he makes her say something...

A: ...that's right...ja. You know I know that the FBI use a technique but I must tell you now they are far in front of us ne because they've got this rooms where people observe the

complainant while the other one is interviewing. They let the complainant tell the whole story from A to Z ne, and then he will concentrate on there and after he is finished they will let him tell the same story from Z to A in ander woorde from the beginning till the end and from the end till backwards and they said you will not believe it how many things that a complainant come up with which he didn't mention from A to Z.

M: Really?

A: Ja...

M: ...that's very interesting...

G: It's also a technique for finding out if it's a bogus thing or not.

A: Ja...

M: That actually ties up with those cognitive skills I'm sure - you know those cognitive interviewing skills. Because their thing is you know if you ask the person how tall was the perpetrator the person will say ah I don't know but if you say well within a door frame how...you know if you saw him in a door frame how tall will he be - you know using those sorts of techniques...

A: Ja...

G: Well a description of this knucklehead is obviously important, um...although one must be very careful when you write down a description you have to ascertain from the victim are they...how sure are they of this chap's physical appearance? Because the defence advocate or attorney or whatever will take their statement and read it to them and say you know what you've described the chap as this that and the next thing and if you look at my client he's completely the opposite. I think a person's observations in a traumatic experience could blur their judgement and uh, you know really stuff it up.

R: So...so perhaps some general questions about um, you know did you get a good look at the perpetrator, can you...and if, if the answer is no then you know leave the rest of the question out - don't even try then...

G: Ja...don't even try...

B: ...even things like - you mentioned A - um, distinguishing marks like tattoos or scars...one of Canter's cases - it was a serial rapist and he murdered a couple of people at the end of it and all the, all the sort of surviving victims said he was far taller than he was you know he was about like 5 foot 8 and they all said he was 6 foot, you know and I'm sure a defence attorney could twist that quite nicely...

C: But I mean stuff like jewellery and um, scars and tattoos - that - I mean if you see a butterfly earring you know it's a butterfly earring and maybe I see a butterfly earring and you see an butterfly earring and you see - I mean there's no ways, no ways that you can make a mis - but like you say with height and maybe build and hair colour and...I had a case once where um, the guy had freckles on his hands and the described him as um, Ok it was black kids it was a white guy and they spoke about - that he had scars on his hands but actually they meant these freckles and it was put to them in court that they said he had scars and he had no scars on his hands - like freckles - white spots...so you can't...

G: Ja...

R: What about - I know I've asked this before but you get to a crime scene - what do you need to notice about it? I mean are little things important...

C: Did he leave anything on the scene. Did she, did he maybe use something at the scene...

A: Firstly, physical evidence and forensic evidence. If he wiped him off you can maybe get some tissues or toilet paper, maybe towels, uh, with the bedding as I said nou, nou is there any possibility of sperms for forensics uh, if it was forced - maybe she resist maybe she uh...there was a golden chain or something that became left behind by the perpetrator. Uh, what else...blood, hair - that's nou more forensic evidence...

R: Ja...

A: Uh...

B: I suppose you should also ask the victim whether she scratched or bit him - check for bite marks or scratch marks...

A: Ja...if it's an outside scene we will look for spores - what's it spores ne?

G: ...footprints...

B: ...footprints, ja...

A: ...ja...we'll look for fingerprints. If he maybe threatened her with an object we will see if he left it behind like a knife or something...

R: OK...

A: What else G?

G: Ja...look in the house, um, obviously depending on the scene. Um, and what the person was told to do - the history of the actual event would probably guide you in saying...or directing the photographer in saying well I need photos of this and I need photos of that or whatever specifically to illustrate uh, the, the history of the crime or whatever to be able to present it to a court so that they have a clear picture of what happened there. um, it's really wide open, um - look at a murder scene there are written notes on exactly what is where, when and how. I don't see why it can't be done in a rape case. Obviously the length of the notes and the completeness - well the length of the notes will obviously depend on the complexity of the scene...

R: Ja...

G: Um, I don't see why written notes can't be made or some sort of dictation into a tape recorder or whatever that uh, you can - the policeman can refresh his mind about the scene before he goes to court - if it in fact does go to court. There might be some crucial issues that can be cleared up by making notes...

R: Ja...that's the idea of having all the information on the Pro Forma which is what we need to type onto the computer and then there it is - if he needs to refresh his mind he just needs to look it up on the computer...

A: That's why I said it's important ne...like G said, I just want to add something there - it depends also on the investigation officer. If you're going to write uh, basically nothing there because you get it - and I don't want to brag about it but if I went to a murder scene - it doesn't matter what - at least I'm writing 50 pages of investigation diary because it is very important what is the weather conditions, if I go into a room was the lights on, did I find it on - then I must clarify was it on during the crime itself, ne...

M: Ja...ja...

A: ...the TV, uh was the TV on was the TV off was the curtains open, was the curtains closed. I mean that is important things to ask and I think G will agree and C will agree, you understand? So there is not just obvious things for you to...but you must go and look at this stuff - you must go look for yourself (telephone rings - A explains that C's superiors are urgently looking for her because she is needed in court and so she had to leave).

G: Um...it's true what A I says - I think it's a general culture amongst murder and robbery squad detectives to write up your crime scene - uh, that's the general term that we use. Um...look if paramedics have been at your scene, you must note the things that are there and not what you think was there before but note the way it is now and so you can explain it logically later. Uh, you know detail...

A: You must not create the impression at the court - especially at the high court where all these cases are going of murder and robbery - but uh, you observe what only you want to observe (telephone rings) - you must not create the impression at the court that you only observe what you want to observe ne. And I'm telling you now, ne, if, if a defence

attorney see your docket ne and he see your writing he will not basically ask you wrong - he will see that listen here...that's why I said you can go to a crime scene and see how you saw a body there, you saw blood there and you write it there, but also state there you saw the curtains open or it's not open - that, that is important things - that the court can see that you have an overall - like an overall observation of the scene, you understand? And that makes it uh, the defence can't target you with questions and that's what they want to do because they want to create the impression that you only want to observe...you are not objective, you understand? You must be always objective, you understand - even if it's not going your way, write it down, write it down you understand. I will tell you one thing now, now last year I had to work a murder here on a farm - they shot a farmer dead here ne. And uh, during the crime scene the phones was ringing, ringing, ringing and that puts me off then I take the phones and I take them from uh, the what do you call it...ja from the mukkie. But now the phones was already photographed on video it was on the mukkie ne and when I was coming in court ne, uh, the judge wants to know why is the photos like that and it is not on the...and I said no I wrote there in my investigation diary - I said because it was disturbance...then already it's been clarified out, you understand? You must not create impressions with that guys - the moment they're getting impressions they're going to target you with questions you understand? That's why I said, your, your behaviour on the scene of crime will depends if you will solve that case and if it will go successfully for you in court. It's nothing to get the, to get the perpetrator but the thing is you must get that case successful through the court and that is things we have to...observe...it's very important...

G: Ja...it's very true what you're saying. The purpose of investigation is not only to build a case - well that is the initial purpose. But obviously if you have a suspect, you must give him ample opportunity to prove his innocence and you must obviously - if he has a story you must follow that up and see well it's likely or it isn't uh, that is your job. If he has a story or if he has an alibi that's concrete then obviously it's not the right person and you must move on. You know, so if you have a suspect you don't just have to target the guy until you prove the case against him. If he has a story you obviously have to listen to him and say well right let's follow this and then you see well - it's the wrong chap and you let him go.

M: Would you say - I think you sort of mentioned this last time B - that the approach of the questions that you ask should be different - in a rape situation - should be different if the offender is known to the victim or is not known? So if somebody comes and says you know my uncle or my father or my boyfriend just raped me that there should perhaps be a different approach than to a complete stranger?

A: Ja definitely there will be a different approach, you understand? Because basically if she comes here and says listen here my boyfriend raped me, there's a 90% chance that you will not arrest that guy. You will rather take the docket, do the investigation and send it up to the public prosecutor and he must decide, you understand? But you will...you will do the same effort for any investigation, but...I don't know - I will not lock him up - if she says it's her boyfriend, I will not lock him up because there maybe can be a feud between them and now she open a rape case against him you understand? And, no I think case by case you handle it on its own - and you never get the same crimes - you understand?

M: Ja...ja...because I'm just thinking if the offender's known then things like um, you know what exactly did he say, how far did he take his pants off - you know those kinds of MO questions in order to link the crimes might not be as essential or, or do you disagree?

G: Um - depending on the history of the thing - um...if she says he was drunk when he came home I would, I would still ask in detail uh, because he might have a version. I would

still ask in detail ...

B: So, so you want - so no matter what you get all these questions of how far did he take his pants off...

A: Ja...ja...

G: ...because he might have a version...

A: And you can also just wrote down on that form listen this is a girlfriend/boyfriend issue, you understand?

B: Ja...

R: Ja...

B: ...the relationship between the victim and the perpetrator...

G: Ja...I would take it further - I would even interview people that know them intimately...

A: Ja...

G: ...ask them you know is there a story here or this or that or whatever...

A: ...definitely ja...

G: ...and does this chap have a history of it and does she have a history of reporting rapes.

R: Ja, OK.

M: And just, just also this crime scene, how often do police go to a rape crime scene and is it always - is it standard practice or...

A: They have to go - you have to visit the crime scene - because that's where basically you get a picture of...or get the stuff so that you can move forward...

B: If someone had to come into the charge office and report a rape, would you immediately fill it out and take them to the crime scene...

A: No you must visit the crime scene..

B: OK so you go straight away...OK I was just wondering what the routine was.

A: ...that is the heart of your investigation - the crime scene you understand?

B: So it's not just enough to say a rape happened so OK cheers.

A: That's your starting point.

B: Would you, would you take the victim...just, just out of interest, would you take the victim with you immediately to the crime scene and then after that to the District Surgeon?

A: No...

G: ...depending on her condition...

A: ...depending on her condition you understand?

B: Ja.

A: Depending on her condition...

B: Ja.

R: OK.

M: And then in that crime scene as you said it is important to note every, every detail?

G: Ja.

M: And in terms of, we've spoken about sort of what happened before the...the history of the offence - how they met etc...

G: Ja...

M: ...and the actual thing, and then afterwards are there questions...are there questions you think should be asked - how did he react afterwards, what did he say to her afterwards, what did you do afterwards...those sorts of questions? Do you think one can almost divide this form into what happened before...

G: ...during and afterwards...

M: Ja...

G: ...ja, I think so...

A: Ja, like we said before, the event itself and afterwards...

R: OK.

M: Ja...

A: ...divide in those three...

M: We might be coming across as very stupid, it's just that it's important for research purposes to get all of this down on record, even if we all know it and all on the tape so it all gets written down so that it's all...do you know what I mean?

B: Ja, because you don't want to make some idiot assumption - like oh that's of course what they meant...

G: Ja, no sure...I think before, during and after is a good approach because it gives you a chronological event. You'll see for example for the defence and uh, it 's easier to understand because um...somebody that reads the thing uh, can form uh, a picture in their mind of what happened.

M: Ja...

A: See I agree with G there. If you...I'd advise that approach there. If I arrive at the crime scene ne, I always, always take it ne it's a mind game, ne...it's speculation. But after I depart from that crime scene my speculation are turned into facts. If you can do that then you got no problem. And I'm telling you now it's the object of your whole investigation: it's your crime scene - if you fuck it up there...sorry!

B: (laughs)

A: ...I'm telling you now that...I'm presume then that's why the justice department, members of the public have so much outcry because policemen don't know how to handle crime scenes. I think that is of utmost importance, you understand?

M: Ja...

A: I'm telling you, you arrive at the crime scene, I'm telling you there's hundreds and hundreds of people uh, I'm basically talking about the uh...I don't know want to say ja I'm now looking to cover something but you can...like a murder or a rape scene in the township I mean that attracts the people, you understand and it wouldn't be like here in town, all the people comes in you understand...

R: Ja...

A: ...that is utmost important - the guy who arrived there first at the scene and recorded of that scene of crime...

M: Ja...

A: ...who's waiting for the experts to come...

B: OK, so that's even in the case of rape, you cordon it off straight away?

A: Ja, you have to...

B: Ja, OK because otherwise people stomp around...

A: But the people don't do it...

END OF SIDE ONE

A: ...the judge make up his mind already and then I promise you he's going to be acquitted that's why I say to you about the crime scene (tape became very difficult to hear)...I don't say overall - there is police who has aapproach - but that is the heartbeat of your whole crime investigation ... You will never have that facts again - if you leave there you will never have that same crime scene again you understand? Make use of it while it's, while it's there because you will not have that crime scene again...

M: Then will it be the responsibility of the investigating officer to call in...

A: Ja, ja...I always say ne do rather much as you can as too little...

R: Ja...

B: Ja...

A: listen here we are only human beings. I'm too making mistakes, that's why I'm writing everything down, you understand. I will maybe leave something out, but now I know next time I have to look for it, you understand? It's a learning process.

M: Ja.

R: What questions in terms of location of the crime scene - whether it was outdoors or inside - what kinds of questions do you need to ask about that?

A: OK, you have to write - it will be questions - is it a flat OK? If it's a home, if it was secure you know, burglar alarms security bars on the windows uh...

G: The locality of it...

A: Ja...if it's an outside scene - bushy area - can people see it or if it's been what - verlate...

B: ...concealed...

A: ...ja, concealed uh,

M: Ja because I suppose if it's on a farm...

A: ...if its lights - if it's an outside scene is there a lot of lights if it was in the night time. Uh, weather conditions coming in again...

B: Ja, because that, that could all matter with - like someone can say I could see his face but it's impossible to see his face if it's pitch black in the middle of a field...

M: Or it would give clues to the transport the person has to have...

A: No, there's a theory in uh, in uh, in uh investigation's department of the police ne, not a theory but a theory which a guy gave us - if you're going on the detectives course they give you this theory - they call it a (lokaat) beginsel - in Afrikaans. Uh, the guy says that no crime scene is without evidence, there's always evidence on a crime scene. It's just for the human eye to go and look for it because the moment two objects meet each other there's oordrag van spore...dit kan harè wees of enigiets maar dit is maar net so ons doen nie jy verstaan? Ons doen dit nie. Uh, byvoorbeeld hier sal 'n moord wees - a murder here (points to floor of room) if I really want to look for evidence what I must do I must get the stofsuier...

R: Ja...

B: OK, ja..

A: ...for hair maybe. That's the theory they're working on - that no crime scene can you say there's no evidence. Because you will see a lot of times there are people especially the CID's - I mean they are overworked you know - they've got a lot of dockets - it's not like us here at the special units you know working with certain dockets and that...

B: Ja...

A: They normally will go to a, a housebreaking and said ja there's no fingerprints. How can he say there's no fingerprints if the fingerprint expert was not there you understand?

B: Ja...

R: Ja... and what about - what questions about um, the victim's idea of the perpetrator in terms of was he drunk, was he...

A: Ja...

R: ...you know drugs...

A: You know that is very important again - that's very important - but as G say you must be careful...

R: Ja...

A: ...you know? What we normally do uh, uh, uh...OK I'm not talking now...but you can, I think you can use the same method, ne, like at a murder scene OK take a farm murder, you will ask the people but you will write also if she give you a description - the witnesses you will also say listen here what is the condition of the person which gives you the description - is she shock, is she still on the shock and wat is die verlopige beskrywing wat hy gee. And normally after three or four days we can go back to the person and say listen here can we talk to you again...

B: Yeah...

A: ...uh, and maybe they will give a different description you understand - because they are not in that shock mood anymore you understand. I think as G say - that is very important her observations. Sometimes she can say 100% korrek but you must also see that she was in a state of shock when she experienced this thing so she can be maybe wrong and you must clarify - and if she said she's not sure about it then you must say the witness says she's not sure about it, because why - we have an identification parade here one day - a old woman of 78 years - she have to go and point to the guy and she didn't point nobody and the case is coming in the Supreme Court, the advocate ask her - listen here you must give her the opportunity to attend the identification parade and you couldn't point nobody out during the...she said yes that was true, why not? No because I didn't see them there. Now he said OK. He asked her the next question: did you see the people today in court she said yes there he's standing, number three. But before when he asked this question the judge told the advocate listen here don't you rather want to withdraw that question because why it can be going against your client and he said no and he asked her now why suddenly now you can do it and she said no he's not standing behind a lot of people, uh between a lot of people now - I can point him out now because they normally look the same to me but I'm definitely sure this is the guy who pulled the trigger everything, understand?

B: Ja...

A: You're getting things like that - they can't observe - tell you exactly now but put them in a other situation...

B: Yeah...

A: ...and it's - as G say - it depends on the emotional condition of the woman...

M: La, this ties up with the cognitive interviewing thing again actually...

R: Ja...

B: So you have to like - you have to check and double check the witnesses' statement, the witnesses' uh, or the victim's like perpetrator - the image they have and the different settings?

A: Ja, ja...

G: Ja...you know uh, you have things where the uh, where the victim will describe what they smelt - uh, coming back to did they smell liquor or whatever, or they'll say - you know what hey this chap was very clean he didn't smell dirty or he had no particular body odour or whatever. Um...which may give you an indication of uh, where the chap might come from or, or...you know his clothes smelt of like woodfire or something to that effect which may not mean anything then uh, but let's say he gives you a version that he was braaing in the veld, you say well you know what hey, this complainant smelt of wood...

M: Ja...

G: ...wood smell on his...ja and then you think well maybe you're onto something you know and slowly but surely the pieces might fall into place and you know...

M: Ja, it would actually be very useful to say - what did you see, what did you smell, how did he feel - perhaps - were his hands rough...

G: Ja...ja...

B: Ja...in some case - it might be another Canter case - they bust the guy they helped bust him because of how he smelt...

M: ...ja...

B: ...they'd said he smelt very clean and in all the cases the final suspect you know had gone from a sports club, showered and then gone straight to rape somebody...

A: You see, again you're approaching, you must not let that witness or complainant under the impression that there's a, a on that moment in time there's a responsibility on her that she must give a description or she must be spot on - the moment you're going to do that you're going to have problems because she came to have the idea, listen here I must assist the police and then...she will not - ja you must be careful for that.

G: Ja, I agree with that - very much.

B: So, so, so - don't like lead your witnesses - just let them speak...

M: Ja...ja...

R: Ja...ja...

G: Don't pressurise them...

A: ...pressurise, ja...

G: ...into something that they, that they don't know...

B: ...because then if so they'll get picked apart in court...

A: Why I say that now, listen here now another example, we have an identification parade - it was over the TV the story of an Albany farm - there was a murder here outside of town...

B: ...ja...

A: ...the deceased son come and we tell him listen here there's going to be an identification parade. But we didn't tell him the people is on the ID parade - we said if you saw the people who was on the day on the farm, point them out OK? And I don't know how but he point out the guy, one of the guys which we picking up - arrested for this murder - he pointed him out OK. But after a few days we thought listen here this guy was not involved but we already charged him OK? So he was not involved in the murder but this guy point him out because we're making a major breakthrough about three or four days after the farm murder - we got the weapons and everything and we thought no listen here this is the wrong gentleman - he was just picking ...about his alibis because he was basically drunk that day. Now I'll tell you again, we went back to him and ask him is he sure about that guy he pointed out now he said no. We said why he said he was under the impression he had to point out because why we had invited him to attend the identification parade.

M: Ja...

A: You see - you must be careful.

M: Ja - you know there's the exact same thing in Psychology...

A: ...he said ja he was under the impression that he have to point somebody out on the identification parade...

M: Ja...

B: He feels like obliged...

R: Ja...the power of suggestion...

M: But there's also like that, that willingness to help. What's that called where, where - in Psychology you interview people and they're so, they feel so, so much pressure to actually help that they ja start lying accidentally...

B: ...like researcher effect - Hawthorne effect...

R: Ja...ja...

G: Ja, uh, you know this thing of identification parades, uh, I think it's going to become more and more complex uh, not only because uh, the criteria for the ID parade is that a person or the people on the parade must look similar but not so similar that there is the possibility that the wrong person will be pointed out and blah, blah, blah and all this sort of thing, uh, but you're also going to get a fashion here where people are not going to want to stand on an ID parade with the suspect. So, it's going to become very complex. Uh, what I do is uh, if I have to organise an ID parade, I go to the witnesses before and introduce myself and try and put them at ease and say you know what hey when you come in, this is what is going to happen to you uh, so when it happens don't get a fright - I'll be there I will...nothing will happen to you, nobody will say that you are blah, blah, blah and all this sort of thing - try and put them at ease. Um, you know - being a policeman is such a complex thing, um and your human relations are very, very important because you work with people. Uh, that's just like very general - it's not really on the mark of you know what do you ask - it's uh winning the confidence of people and talking to them..

R: Ja...it just point to the complexity of the whole..

G: Ja...

R: ...of the whole investigation...

G: Ja...

R: What about um, just going back to um details we need to know - um, state of the victim...what do - you know a victim comes in and reports that she was raped and she's obviously mentally retarded or drunk or...what...how does one get that sort of information because that, that must really be maybe a subjective thing...

G: Ja, sure I hear what you're saying. Look a lot of the policemen will just like um, tell her to come back tomorrow when you're sober. Although the intoxication might be induced by the rapist...

M: Mmm...

G: ...you've got to ascertain very carefully uh, confront her with the fact and say listen I can smell alcohol on your breath um, what is the story and she might say well I took a brandy afterwards to calm my nerves. Then obviously you, you've got to approach it um, in a different manner and say listen just like go away and come back tomorrow. Uh, don't just jump to a conclusion because of uh, an observation and your observation gives you a specific impression of what you think happened. Uh, ascertain in detail uh, what has happened...

M: Ja...

R: And, and if the victim is mentally retarded, how...

G: Well, you've got a problem there...I would take that person to a family member or something OK...

A: Ja...ja...

G: ...follow it up in that way...

A: ...take her also still for medical tests, doctor and then as Gus say there follow it up - family member who she can trust and also get uh, history that she is mentally retarded from a doctor or a person who she's under observation...

R: OK...

A: I mean you must not as...you must not create the impression that mentally retarded person's can't be raped or can't testify - I mean if the person's been raped she's been raped - it doesn't matter which culture or where she coming from or if she's mentally retarded...as I say a prosecutor can also be uh, uh, uh...ja...

B: So if - I was just thinking - if someone's drunk, would you - like obviously like hammered - would you take a statement from them anyway?

A: No.

B: No. Why because they'll just - they'll just be incoherent or...?

G: Ja, you want a statement where the person is fully coherent...

B: ...ja...

G: ...because uh, it's a sworn statement and a proviso of the authenticity of the statement is that they are sober and they know what they're saying and the contents are sworn to and binding.

B: So would you - even - would you take them to the District Surgeon?

A: Ja...ja...

B: ...so they're pissed out their tree - you just won't take their statement but you'll, you'll get them off to a doctor's.

G: Ja...

A: You can just write in your investigation you didn't take a statement from them but you observed what she say and you're writing it down...explanation - but you don't take a statement from her and you go back to her and see if she's still stuck to that story and then you can take a statement from her...

B: Oh alright so you can take - you can ask her story, you can ask questions but no statement, no signed and sealed kind of deal. OK sorry - I don't know if you covered that one while I was charging around. Um what would you do - just something I was thinking of while I was in the loo - uh, if the, if the victim contradicts her own story? Like you ask her how did it happen - what happened? And then you ask it the other way around - you know you ask A to Z and then you ask Z to A and she contradicts herself, now...

G: You confront her with the contradiction...

A: Ja, you must clear up uh, that things which is not correspond - you must clear it up with her...

G: Ja, obviously your technique of confronting her must be in such a way - if you think well this is important uh, I would approach it in some sort of subtle way to elicit something to be able to say well this woman is really talking shit or it's an honest mistake...

B: Ja...

G: Uh, depending on what it is will depend on my approach.

B: Uh, ja...so, so you ask the story - OK you said this then you said this, now what was...

G: Sometimes a straightforward question like that would - if the person is lying - they would just alter the thing to suit their needs - that's why I'm saying you've got to be careful and - so that you get the right answer to the right question - ja...

B: OK, ja so you've just got to...

G: Ja...

R: What um, what is the procedure? If someone tells...comes to you and says they've been raped, what is the first thing, what is the order of events after that? What is the first thing that the officer will, will do? Will he first say well we need to get you checked out by a doctor before we take a statement and you mustn't wash or...where does that all fit together? How...what is the structure of events?

G: If it happened yesterday, then obviously we've got a problem uh, taking her to the doctor immediately so then we'll take the statement. If she says this and that happened ten minutes ago uh, you would have to approach it differently depending on the

circumstances. You might want to take her to the doctor first. Uh, I think the criteria there would be her mental state. Uh, you still have some time before you really have to get her to the doctor so I would probably get a statement from her, uh, and then take her to the doctor. Obviously you will also need your, your sample boxes and all this sort of thing. Uh, depending on the situation - you've got to gauge it very much on what you see.

R: OK...

G: But generally the uniform chap would speak to her first and then only get hold of the detectives to get hold of the spec unit or whatever and in the meantime she just like parks there...you know...

A: That's what I was saying that first person - that first report is very important...

R: Ja...

A: ...her exact words, how did she express herself when she report this. Maybe it was to a family member or first to a policeman... You know you must - a incidence took place here - a woman report a rape at the charge office and the guy asked her listen did you enjoy it. How, how can you ask a woman like listen did you enjoy it. And another incident where she reports a rape and the policeman tell her listen here lift up your dress that I can see and he feels her, you know. This is the kind of things which...no that's why I said you must have a very professional, emotional - not emotional but you must have a approach - if that complainant's not going with the approach I'm telling you she's can't work with you - I'm telling you. Then you will have to draw everything from her and that's why I said you must get professional people...to take these cases...

B: So you must get the charge office staff trained and...

A: Ja...that's where your heart of the police is - where's the things that's happening here. And if you don't get your house in order there...

B: Ja so there'll be like ...the crime scene and the first report...if you screw those up...

G: ...you can kiss it goodbye. Your foundation of your case is your crime scene and your victim. Your solid foundation. Because it's like I said yesterday, the shift of proving cases is on physical evidence not on once you've caught the chap what he did after that...

R: Ja...

G: ...you must prove it...you must get your physical evidence so that you can connect the guy without him saying anything because he doesn't have to say anything.

R: Ja...what about, you know you said your victim and the crime scene are the most important, what about witnesses?

G: Ja, um...very much so - if there are witnesses then I think their, uh impression of what happened, their observations, um...

R: Do you ask them quite specific detailed questions or just a broad, general impression...

G: ...very much. No I don't - very much in detail, in detail - what they saw, how did they become a, a witness to the event, uh, what was their reaction, uh, did they uh, confront the person, what was that person's reaction and so on. Very detailed...

A: Ja...you must never lead the witness. That's very important - you must never lead him - let him tell us in detail and if there's any clarifications that you want to clear up then you can afterwards ask him this kind of questions, you understand? But you must never lead the witness and...because you're going to pick up problems...

B: So the best approach is to say...

A: ...tell your version of the story, ja...

B: ...and they just go...

A: Ja...in between you can ask questions if if he said ja uh, uh, uh I was - I saw this incident and you want to know when, time and that then you ask him - listen here can you give me a

time, everything you know but you must never lead him with questions and all...

G: The best question when taking a statement is you ask the person yes and then...Uh, then they must fill in...

A: Ja...

G: ...like say well uh, not give them options...

R: OK...

M: Ja...

G: ...just say ja and then...you know.

B: Ja...

M: So in fact in terms of the Pro Forma, then it would perhaps be better to have the normal statement thing and then have the Pro Forma as a thing that needs to be ticked off afterwards as just, just - helps with people to go back to certain questions. Because I mean that Pro Forma would lead people terribly...I mean the Pro Forma could end up leading people terribly - there almost needs to be an option for the person just to tell their story and then, and then for charge office people to go back and see well have I asked this question, have I got this information rather than a starting point...I mean I'm just getting your opinion on that as well.

G: While you take the statement, have the Pro Forma that the chap can just refer to, uh, have I asked this or that or whatever and he can maybe just tick it off and see if he's included that information in the statement.

B: Ja...

R: Yes...as a check to...

G: Ja.

B: So, so...

G: The Pro Forma would be a checklist for the statement.

R: So it doesn't, doesn't replace the, the actual...

G: Ja.

R: It's really for...you know A said someone goes to the charge office and you know there are millions of other people there and some of them are bleeding all over and she's traumatised and you've got some half illiterate you know...

G: ...or some fully illiterate...

R: Ja...OK - you said it! The policeman said that!

G: It's a, it's a source of frustration, ja...

R: But then what I was saying is that you've got this like this form and all he has to OK assuming he is only half illiterate! is read and just note you know - so I mean obviously in you know - your sort of experience and that sort of thing the Pro Forma is...I mean you would get all that information anyway...

G: Ja...

R: ...but, well for that sort of person, like A was saying he said she must lift up her skirt...

G: Ja...

R: ...they must get the details and that's where the Pro Forma would sort of standardise the level of...

G: Ja, I mean something like we discussed uh, before, during and after - does the statement cover the aspects of before, during and after, uh, does the detail of the statement fall within the scope of the definition of rape or whatever um...

R: And also...

G: ...detailed description if possible...

R: ...well and also actually more specific questions than the Pro Forma, you know - was there physical evidence, sperm, hair, nail scrapings - whatever...

G: Ja...although the District Surgeon will say that, um...you must...or the doctor will say that. You take her there and he must do his bit. He fills in a form to say that I checked this person and these were my observations, blah, blah, blah...

R: OK...I was thinking maybe at the crime scene you know...

G: OK...ja at the crime scene, ja...

R: But you know - so not just a general Pro Forma have you got all the information. Actually specific questions, specific things that you have...is that...does that make sense to you?

G: Ja, it does, um, a lot of policemen are ignorant of these things and they don't actually know what the forensic laboratory can and can't do for them. Um, so you know perhaps if one could uh, you know speak to somebody from forensics and it's quite amazing because they develop all the time. I'll say well send him the chewing gum whereas before you know you wouldn't even consider that...

R: Ja...

G: ...or the cigarette stompies - everybody collects cigarette stompies...

A: But they don't know what to do with them..

G: ...but you don't know what to do with it...

A: ...they just do it because they know they have to do it, but you know, don't know why they do it.

G: Ja.

A: And I'm telling you, that what G said now is important- you can walk in people's offices and you will find uh, uh, uh things which lay in the offices for months - they collect it at the crime scene...

M: Mmm...

A: ...because they know they hear they had to do it but they know - don't know what to do with it - why, why they must do it, you understand?

R: OK.

A: It's the other problem that we also have - they don't know how to deal with it. Because why you will see sometimes the people - it's also difficult for me sometimes to read that uh, that uh, reports of them because I can't analyse because they're using medi...uh some terms and formulas and that, you understand?

R: Ja...

A: ...but I mean that people is open - if you phone them and they will explain to you and they give, give us crash courses - but you can't, I mean that people is experts in their own way you know, you understand...

M: Ja...ja...

A: ...and uh, but the big crime scenes ne, I mean then you can call out the people and they're more than...to help you and they can collect all the evidence and they take it and they will know what to do...

R: What about um, is there at any stage in the investigation you suggest or you ask the victim if she wants some, some sort of psychological support or do you...is there at any stage where you refer...

G: Ja. You know uh, the thing is what - there is the obvious things of Famsa and this sort of thing, um, you can suggest to the person, uh, listen are you going to talk about this to somebody uh, I have a list of the crisis centres victim support and all this sort of thing. But no - the general policeman doesn't have that and he doesn't even consider asking the person do you want to talk about this because talking to me and talking to somebody else about it, work through it is two completely different things. Um, maybe giving the chap a list of support groups in that particular area is a, is a good idea...

A: Ja, maar wat, what we normally do, especially in the high profile cases and that uh, uh, you

ask, you ask the victim or the witness who experienced this uh, event before or after you take the statement you ask him listen here did you want any psycho... we got people here and also in PE that will come and speak to a guy - they call it in Afrikaans (unable to translate). But I don't think it really helps because why if a person know that he going to testify about the thing in the court in the future, he's not going to...daardie ontlotting help nie rerig nie, jy weet? Ek dink daardie goed moet eintlik kom na die saak klaar is, dan...ek weet nie hoe jy voel G?

G: Ja...ja...

A: ...certain instances you, you need to ontlot the person before he will speak about the event. You know that, that's why G said now now witnesses is very important because we are pointing uh, not on the physical evidence you know - forensic evidence but witness is also important you understand? And witnesses don't - just don't come forward - they will stand there at the crime scene and they will look what you're doing and they will see your approach you know...are you a trustworthy...no I'm telling you people is strange things...no really they will watch you and I'm telling you two or three days after you will get a call on your cell phone at the office and said listen here I'm so and so and so...

M: Mmm...

A: ...I saw what happened and I will give you a statement come and see me...it, it happens. But he will not come...he first check it how you going...working with the people and that - he first want to have confidence in you, if he can see he trust you ten he will, uh, uh give you that information you know...and give you a statement and that. Witnesses is important things in cases because you've still got the human factor.

B: So, so you kind of handle yourself carefully from the start?

G: Very much so...

B: ...you could like alienate your victim, you could alienate witnesses, you could just - I mean you'd...you'd screw it up just from there if you handle it badly in the beginning.

M: Mmm...

G: Ja...any case is like that.

(A's telephone rings and he answers it)

R: I've got no further...if there's anything else you can think of M. I mean I came up with some broad categories from that workshop we had on Monday - you know that informal...

M: Ja...ja...

R: ...um, they've...I've made sure all of those have been covered, have you got any more...

M: No, especially not at this stage...

R: Ja...ja. Um, just out of interest, that that um, case of Alison in PE...

A: Ja...

R: ...do you know about the case and how, how they were caught?

B: They were...

R: I wasn't asking you.. !

B: I've read the book!

A: I think it's better if you read the book but in short I know that she was...her throat had been cut and she had been raped by these two gentlemen and basically she creeping toward the tar road there where she get help she were taken to hospital...

R: Ja...ja...how were they found and caught?

A: uh...I think also by the descriptions she gave and I think the investigation officer who was dealing with the case in the first place he was dealing with these people before...

R: Oh...for rape as well?

A: Ja, ja, but...uh, I think it was for rape...

B: They'd raped someone before...

A: That's right...

B: ...and then they got bust with her car and she'd given...she'd written down their names...

R: OK...

A: That's right...they were calling each other on their names when they were raping her...

R: OK...

B: I hear that one of the guys, he just walked up to him and said we're here to take you with a rape such and such and the guy just said Jesus no one could survive that and then just confessed and the other guy just said oh fuck you've got me and also said the same...

G: Ja...

R: They were quite stupid actually...

B: Ja...well...

R: They weren't very good...

B: But I'd be shocked I mean jeez if you mutilate someone like that they don't like get up and be a witness, or usually not.

M: Ja...

G: Well that's important you know uh, what, what the, what the chap says uh, uh, when you confront him with the thing - obviously there's proviso's but you must be aware that if he says something to you you must, uh you must note it down...

A: Ja, take notes, ja...

G: ...take notes, that if the question does come up what did we say to you then you can say well he said this...

M: Ja I know it's part of the job they do sort of linguistic analysis particularly in linking crimes and people just saying the same thing or the same kind of...

G: Ja...I mean "nobody could survive that"...what a...see if you can survive a harsh beating...

R: I think we should switch the tape off now!

G: Ja...

R: Thanks very much for your time...

A: Ag it's a pleasure...

B: Ja...ja..

END

APPENDIX THREE

TRANSCRIPT TWO

TRANSCRIPT
MEETING WITH CHILD PROTECTION UNIT
21 OCTOBER 1999

L - Researcher

C - Detective

L: So, you've obviously had a chance to look through the whole thing...

C: Ja...ja...

L: ...and who...who else has...just out of interest...who else has had a look at it?

C: OK...T...she's also an investigating officer...and um...L...Sergeant L. Um...T said ...I agree with that, but um...I am prepared to do this...to use it in all the dockets. Um...some of the cases that we received...that we receive are not that serious, OK...

L: OK...

C: ...it's sort of a...a boyfriend/girlfriend type of thing...

L: Ja...where the suspect is known...

C: Ja...is known to the complainant, where you actually know from the beginning you know that it might not even go to court...

L: OK...

C: ...because what usually happens is they open a case that's sort of a revenge thing, OK...

L: OK...

C: ...and withdraw it before it goes to court or whatever. Or they come in the next morning and she says OK just warn this guy or whatever and it's over...

L: OK...

C: ...or otherwise an ex-boyfriend/girlfriend story. Um...but I mean any investigating officer can see you know when it is actually a serious matter and especially with the...um...children...children's cases - we can use this you know definitely. Now T said that um...she won't use it in every single docket...OK...

L: OK...

C: ...which I understand. But I know that for purposes for (the director of the CSCP) that we'll have to, um...for the suspect if he wants to you know profile...ja, do that...

L: Yes...yes...

C: But, um...I think that um...it will be helpful for serious cases, because it doesn't only help you with your statement and investigation, it also helps you for court purposes...

L: OK...

C: ...you know things that you can't remember that...

L: OK...

C: ...'cause sometimes they get petty about small little things like the weather - which you are mentioning in here...

L: Yes...

C: ...um, and I mean even if you wrote up your pocket book, you can't remember what the weather...

L: Yes...

C: ...you know whether it was raining or the sun was shining or whatever. So those are small little things that can help...

L: OK. So in terms of actually using it, would you suggest it's best used um...as a sort of addition to the statement...

C: Ja...

L: ...just to check that you've got all the information...

C: Ja...definitely...

L: ...rather than actually ticking the blocks and actually...you know sort of asking the victim the information...

C: I think...I think as an addition...

L: As an addition?

C: Ja...we haven't discussed this with the people from justice yet...

L: Yes...

C: Um...but I think if we do they would agree that it would be a good thing...

L: OK...

C: ...you know because um...this will also help the complainant in the end with um...consultations before the actual court case...

L: OK.

C: ...you know? And um, it's going to...it's going to be a short cut because they don't have to go through all the statements again um, just looking up in this Pro Forma whatever information they are looking for or whatever they would like to refresh...

L: OK.

C: you know? So, it's not a thing that you'll have to sit and do the whole statement...actually, you know?

L: Yes. OK, um...alright...what....in terms of information in the Pro Forma was there anything not there that should be there?

C: No...it...everything's there (laughs). I actually came to one page um, I can't remember - it was one question...

L: OK...

C: ...uh, right at the end of the page and I thought OK I'll just add whatever onto this and as I turned the page the question was on the next page (laughs). So it's really um...

L: ...so it's quite comprehensive?

C: Sufficient, ja.

L: Um, would you take anything out? I know I carry on a bit sometimes about...

C: No. T also said there are some, uh, things that are irrelevant, OK...

L: Ja...

C: But I mean, if it's here, you can always um...try and um...see how it...if, if the case allows for you to fill out that question...

L: Ja...

C: ...you fill it out. If it's not relevant on that case you just skip it. Maybe in...maybe you'd use this form for say three years and never answer a certain question and all of a sudden you get a docket where you have to answer that...or you've got to answer to that question...

L: Ja...

C: um...what I said to her is...I mean most of it is yes or no um, or tick the block, so it's not a hell of a thing to write in ever...

L: No.

C: Um...if there comes a question that you think is irrelevant, just you know leave it out...

L: Yes - for that specific case.

C: Ja...so, um...ja.

L: OK - that's, that's nice to know it's...

C: Because I'd rather um, like I said to T as well I'd rather have it, you know with all the questions that are in here, than um...having to sit and fill in an extra page with questions that you've got to ask. Rather have it here and maybe not use it and when you have to use it, use it, because it is on the Pro Forma.

L: Yes...

C: Just wait - I think L is here...

L: Oh, OK...

C: (gets up to check)

C: That's fine. I'd say leave it the way it is...

L: Ya.

C: Because I mean, like I said to you, you know when you receive a case you are not going to ask this and this question because it's not relevant to the case. But um... rather have it there for cases where it will be relevant.

L: So what cases would you use this um document for?

C: OK, I think mostly for um unknown suspects.

L: Yes

C: When suspects not known to the complainant. Children's cases, because there we have a big problem. Like I said to you um... especially because the children don't speak our language.

L: OK

C: We start with the way we think we should start a statement...

L: Yes

C: And actually all we are doing by using um interpreters, is confusing the child. Whereas, I think with this form, you'll be able to not pinpoint on the actual what happened, but, you know, you get a sort of an idea of what happened....

L: Yes

C: ...without confusing the child and without interfering with a later statement. Because what usually happens is after that, if we can't get a statement from them, they, er, we refer them to child welfare and then the social workers start working with them with play therapy, and so on and so on, until they can actually set up a report and say, OK this is what came out.

L: Yes

C: But, I mean, you know, with these questions you are not going to confuse the child. You are not going to hammer the whole incident, er, you know, hammer on what happened.

L: Yes

C: But you are going to get, sort of an idea, of what happened.

L: OK. So it is useful in such cases?

C: Yes. I think it would because it is just, you know, like I said, yes or no, and they are questions that can be asked.

L: Yes, the idea was, as well, that it's a standardised form that almost anybody can administer, so, although you are trained in being sensitive about rape issues, some people are not trained in those areas...

C: Um

L: Do you think that...

C: Ja

L: ... it can be used by anybody, say a victim visited the charge-office?

C: Ur, you know what er I wanted to suggest is maybe to, if you leave this form in the charge-office. Because, um, our policy now is that the statement must be taken by a female, OK?

L: Um

C: And lots of the people, or most of them are shit - don't have any female members. So that means that, either the detective on stand-by has to come out, or otherwise, um they

take a statement, the male takes a statement...

L: Yes

C: ...which actually they shouldn't do.

L: Ja...

C: Now with these forms they can still open a docket because the problem is there's got to be a statement before they can open a docket. OK?

L: OK.

C: And I think if, if these forms are implemented, I mean what could be easier? You've got all the details um...without...like I said even with the kids...without actually getting down to...to what happened and to her...statement, you know...

L: OK.

C: Um...but it's got all the information and it can be taken from there then. At least there's there's this...well what they do now is uh, if the lady comes in and she tells them what happened, he writes his statement without asking any questions OK, he just writes what sh told him and then they sort of open a skeleton docket just to have a case number and to open a docket...

L: OK...

C: ...and then the next morning, um, a proper statement gets taken. But I mean, if, if they can complete these forms...it's already a big help.

L: OK...

C: And uh, I don't know if you know about effective detective?

L: No.

C: No-one told you about that?

L: No.

C: OK, we're going to have detectives so, so it won't be a problem because there are lots of questions, uh, in connection with the scene itself...

L: Yes...yes...

C: ...um...in this Pro Forma. So, what's going to happen now is that we've got six members that are going to go and work at the shifts. Six people from the shifts, six people from detectives and they're going to be combined. So, whenever a case comes in they will attend to that complaint, they are going to do the scene, um, ...

L: OK...

C: ...get all the evidence that's needed. They're going to actually do the preliminary investigation, until the docket gets booked up the next day to the investigating officer. OK?

L: OK...

C: So, um, if we can implement this, um, and actually get them to do these forms it's going to be so easy...

L: OK...

C: So then, um, I think the complainant can be helped in the charge office even though there won't be any female members to attend you see...

L: Ja...so the information that is contained in it is everything that is included in the statement?

C: Ja - ja definitely. I mean if at a later stage we do find that say there's one or two questions that we should add or whatever, I mean then we can always add it onto...

L: ...just add it...

- C: ...but I think this is what we need now.

L: Um...it's not too long? I know it's a very lengthy...

C: It is a long document but like I...um...OK T, T said to me that it is a very long document...

L: ...it's too long?

C: ...and um, if you think of...but like I said to her you're not going to fill out every single page. You know which case is, you know...which questions will be relevant on which case.

L: Ja...

C: Because in most...like um...some of these places you've asked uh, vehicle - stuff like that...

L: OK...

C: ...most of uh, most of our cases, no vehicles are involved. So those questions are going to, you know, phase those out - or not phase out but they're going to be irrelevant on some of the cases.

L: And then in the bigger centres like in Johannesburg or Port Elizabeth, they may be more relevant?

C: Ja, definitely...ja - they'll probably...you know it just differs from place to place. But I mean, you can keep...because I...like I said, you can't say it's never going to happen...

L: Sure...

C: ...you're never going to receive a case where, um, someone uses them...

L: Ja...um, it's very much a working document and it is open to um...

C: Ja...ja...

L: ...changes and this is just a working draft. Um, what about just like the general presentation of the document? Is that...is that fine? I mean should the person like where there are little circles - should the person tick it or colour it in or...

C: I think just tick it.

L: Just tick it then...

C: but I'd suggest, um, that...ja...just tick it but um, the police officer should you know go through the form - not sort of give it to the complainant and tell her to...

L: Oh absolutely, yes...

C: Yes...

L: No definitely...

C: OK that's fine...that's super - 'cause that's also made it a bit streamlined...

L: Ja...

C: ...it's streamlined it a bit so you don't have to...I mean there's not anywhere that you have to actually sit down and write a statement or a story...

L: Ja...

C: ...um, ja...and there are spaces for sketches if a sketch - you know...so

L: Ja...just bearing in mind that this is a draft and the questions will be numbered and...

C: Ja.

L: ...and it will also be double sided - you know questions will be on both sides so it won't be 40 pages it will be 20...

C: Ja...ja...

L: ...so it will just seem smaller.

C: Definitely.

L: What about ordering of questions? I had no order in mind when I wrote it - I just...

C: Um, it looked fine...'cause, 'cause sort of all the scene related questions are um, in an - well not order but they're all at the same ...you know...

L: OK...

C: ...they follow on each other, you know so um, as long as that's...I mean it doesn't really matter.

L: Ja...ja...what do you first ask when taking a statement?

C: Um, OK usually we get information of the complainant itself. Um, then uh, descriptions...

L: OK...

C: ...of the suspect, OK immediately after that. If she comes and reports it immediately, so that we can get people out so that they can look and see if we can find this guy...

L: OK...of course...

C: OK. Um, and then of course the scene. We go to the scene immediately...

L: OK...

C: So, it is sort of...in order.

L: Ja. And in terms of the, like forensic things like getting samples from the victim and that, should I include that information in the Pro Forma.

C: Uh, no...

L: I shouldn't...

C: I don't think so. Because you see what happens is um, the people from fingerprints come to the scene and they actually collect all the evidence...

L: So it's not really only one person's responsibility to make sure that that's all been collected?

C: No...no...there are a couple - they, they work in groups together with the detective on the scene and they tell...you know they sort of uh, come to a conclusion about what they would like to be done, um, what they would like to be taken and then uh, at the end because this person keeps record of what he takes um, and what he sends away at the end. And you actually do get a statement from him saying um, photos were taken, a video was taken um, whatever else.

L: OK...

C: So I don't think it's very necessary for that.

L: OK...Ja...so I'll leave that bit out...

C: Mmm.

L: And the questions that I asked of the crime scene - should I leave those in the Pro Forma.

C: Ja. Definitely...because you see that, that, um...we had a Pro Forma that you take to a crime scene with you...

L: Mmm...

C: OK, with the time you arrive, all that...you know...um, but if, if it's compiled in one um, form and you've got your complainants sort of a rough statement here, uh, what happened, you'll see...everything's in here - you don't have to walk around with a whole lot of forms.

L: Ja...

C: OK...

L: OK.

C: So I think that it is a good thing that it is in here.

L: Ja - they are just guidelines you know because I mean obviously one can't determine or anticipate the scene...

C: Ja...ja...

L: ...it might be outside or it might be inside...so they're just guidelines - so that if it is inside, check if the furniture is overturned or whatever...

C: Ja...

L: ...so do you think that's...

C: But especially ja, you see 'cause they can...ja...like you say a guideline because not all of the people know what exactly to look for...

L: So it is just a ...just a guide...

C: ...it helps them to actually...

L: Ja...ja...

C: I mean one person can walk into a room and you'll walk straight to the bathroom and go

and look for evidence there or the next person will do something else. So at least here's something that says you know - don't skip this - so it is a guideline.

L: OK...and all the stuff about like, have blood samples been taken or whatever, I, I must leave out?

C: Um. I think we can leave it in there.

L: OK?

C: Because, um, even if you don't fill it in right away...

L: Mmm...

C: ...uh, you fill it in at a later stage, ja...

L: ...to remind you...

C: ...ja...usually what happens with blood samples, um, they use it for DNA so they only...well with all our cases I know with Captain B and them they do it straight away, uh but with most of our cases because of the uh, boyfriend/girlfriend, ex-boyfriend/ex-girlfriend story...

L: Oh...ja...

C: ...and um, uh, the costs with DNA tests. Um, what we do is, uh, smears are taken, they are sent up uh, they send us a letter to say that they have received them and then if, when the docket goes to court the prosecutor writes a letter to say blood samples must be taken um for DNA and um, analysis...

L: OK...and then you...

C: Ja, but it's just because of the costs, um, you know...

L: Ja...ja...

C: ...that they do this - because they don't do it in all the cases.

L: Ja...and then the um, I was meaning sort of...

C: Oh, OK if they find...ja, ja, I think we should leave that in...ja...

L: OK...

C: ...because that's evidence that they do collect. They will put it into the fingerprint file as well but maybe the guy that was on the scene... 'cause you see, um, this Pro Forma he can use then when he has to and give evidence...because uh, for arguments sake, um, I might not get the docket the next day but I did the scene, OK. Uh, I get transferred to another place, forget about this docket...

L: Ja...ja...

C: ...and say in two years time this case goes to court. I mean I'm not going to remember what all I did at that...like T had a case the other day...

L: Oh really?

C: ...where they, um, it was one of Captain H's cases...

L: Oh yes...

C: ...where she had to go and give evidence, um, in connection with, um, pieces of...I think it was the the girl's panty or something that she took and sent away to forensics and they wanted to know how did she actually...where did she find it um, how did she put it into a parcel, how was it you know packed and sent away. And she said to me she really can't remember, you know...

L: Ja...

C: ...because you know with most of these cases it takes a long time...

L: ...sure...

C: ...before it actually...

L: Mmm...

C: ...and um, what I'm thinking, this is an excellent form too, like I said, open a docket without the, the, the complainant being, you know hammered or, or getting a

statement out of her...

L: Yes...yes...

C: in a wrong way...But um, it also helps a lot with evidence - that's what I like about it...

L: OK...

C: ...because um, uh, well L will also tell you that because she had a supreme court case now where they hammered her on things that she couldn't remember...

L: OK...

C: ...and I mean this thing's excellent. It's got all the information in it that she'll need...

L: OK...I'm glad because...

C: So it's good for the investigating officer as well as for the complainant and for the prosecutor...

L: OK...so it was sort of...I had an idea that it assists in helping investigations but it seems that it helps beyond that...

C: Ja, it does - it actually does...

L: ...that's nice...

C: Ja.

L: Um, how would you see it helping with um, changing the way rape is investigated at the moment?

C: Um...

L: Does it, does it fill some sort of gap?

C: I think it does, I think it does. Because um, at this stage I don't think um...OK time wise uh, the people are very slack with...or not slack but, how can I put it, um, sometimes reckless because of the time factor, they can't do what they are supposed to do...

L: Ja...

C: ...but if this, if this form is implemented...

L: Ja...

C: ...they have to do it...or not have to, but you know...

L: Ja...ja...

C: ...the guidelines are there so they can do what they need to do to investigate properly...

L: Yes...

C: ...and if uh, (the director of the CSCP) is going to put all of this on computer, it's going to help us a lot with cases where suspects aren't known...

L: Ja...

C: ...'cause then we're going to have this on record...

L: Ja...

C: Whereas now we're working in between each other, um, and maybe one day something comes up and I say but I had a guy like that, this and this and this you know like talking, um, so if they know that they fill this in and it could lead to a suspect, I mean...

L: Mmm...mmm...

C: ...because at this stage I think um, all of us agree that that's the big problem - an unknown suspect...

L: Ja...this is a precursor to a database as well, so...

C: Ja...

L: ...to build up profiles, to apprehend the suspect, I mean in an ideal world you know...

C: Ja...ja...

L: ...and then that person goes into a database of known offenders...

C: Ja, ja, ja, I mean we've got it her but I mean like you know with things where...I mean I might investigate a case, or get a case where now I fill out this form, ex-

boyfriend/girlfriend story um, the case gets withdrawn but there is certain aspects that I can look, or that maybe happens in say a couple of years...

L: Ja...

C: ...with another case and I can say well see this case was withdrawn because of this and this and this but I see that the suspect has got the same sort of a...maybe have a look at this guy, you know...

L: Ja...OK...

C: ...because that's the big problem, uh, especially um, lots of old ladies walking home at night and they get attacked and most of those guys we never ever catch because you know young guys, um, no eye witnesses, she can't give a description because some of them are blind and deaf so...

L: Mmm...oh dear...

C: ...so then at least there's something to work at you know...and um, you can work from there and say...

L: Ja...OK...

C: ...whereas now you don't have any starting point at all...

L: ...ja...it's just...

C: ...another attack, ja...

L: Um, what about - you just mentioned witnesses, what about um, questioning witnesses? All I've included in the document is um...

C: ...the first report - I saw something about a first report...

L: um...ja? Just about like are there witnesses - but that's I mean from the victim - that's asking the victim if there are...

C: ...ja...um, I think that's fine because the, the witness, uh, the most important witness will be the first report um, and those statements are basically about uh, emotional state, uh, very seldom uh, there are eye witnesses so...

L: Ja...OK...

C: ...so I think it's necessary for us to actually...

L: ja...so just to leave that section in should I about whether there were witnesses or...

C: Ja...ja

L: ...and whether they're contactable and...

C: Ja, I think you should

L: Um, OK, I don't think...um, you've been very helpful there (laughs) everything's fine and um...

C: I'm just sorry that the other people couldn't make it now...

L: Do they see um, just generally has there, there been sort of...because I was anticipating a lot more resistance to it. Just because it is a whole new way of doing things - people might have expectations that it's going to increase the workload and...

C: ...you see because ja - that was what everyone thought, OK, um, T still thinks that it's going to increase the workload but if you think of, it might increase the workload but at the end of the day you're going to stand in the box and give evidence or um, you're going to have to be pulled out because the people at the station stuffed up the statement.

L: Ja.

C: So it's either way, um, a bigger workload...and like I said you can streamline it yourself...

L: sure...

C: ...you don't have to answer all the questions...

L: Ja...

C: Um, answer the relevant questions...

L: Ja...

C: ...but it's going to help you in the end...

L: Ja. It is um, it is uh, it's meant to be the information contained in the statement in any case and with just sort of ticking blocks as opposed to writing...

C: ...ja

L: ...and if, if it comes to that...I mean we'll have them translated obviously and if the sort of people in the charge office can actually fill the form out because it's standard - you don't have to actually really think and then that will make your job easier as investigating officers - you won't need to do that...

C: Mmm. You see what actually has to happen now when you do take a statement is also due to a time factor we don't do that um, when a complainant comes in before you start writing you have to sit down and actually take note while she's telling you the story...

L: Ja...ja...

C: ...and uh, I mean it's going to streamline it much better if you just go through this form and then start taking a statement instead of sitting and taking notes of you know, I might think that it's important for her to say A and T might think it's important for her to say B. But now you've got one form that says A, B, C that's important...

L: Ja...

C: ...um, so I might miss something or she might miss something, um, but now it's all combined in one form...

L: OK...

C: ...so...

L: ...so it's less open to the subjectivity of the person's own interpretations...

C: Ja...

L: OK. Um...I was a bit concerned that I was including too much victim information. I didn't want the victim to feel that she was sort of on trial now - like what she was wearing and you know where were you and...

C: Mmm...

L: ...and...is that, is that a problem or...

C: No. I think that's important because um, like we spoke before you - when you just got information um, these are things that also come out in court at a later stage. Um, whereas when it's in the form everyone knows about it but when you take a statement from a complainant you don't write there I was wearing this and this and this...

L: ...sure...

C: ...so um, in court uh, maybe the lawyer will ask her a question like what were you wearing then it starts getting an issue. Whereas now you've got it in your form and you as investigating officer and the prosecutor know, so you think OK there won't be any harsh questions asked or you know...in connection with clothing or what she was doing there or whatever, you see...

L: Ja OK. It's also just...I would imagine it's important to get information about the lifestyle of the victim. I mean if she's a prostitute...

C: Ja...

L: Um,

C: It's just going to you know make court procedures much easier...

L: Ja...would it make things easier like...well obviously a victim comes and reports that she has been raped, and do you get her to describe the whole sexual act quite um, in quite a lot of detail or not really?

C: Ja - in quite a lot of detail, ja...it has to be in the statement...

L: Ja, ja...so I mean the detail I have set out here is that sufficient...

C: Ja, ja, uh, ja...

L: Ja, well a lot of this is motivated by the whole profiling you know things - to see...

C: Mmm...

L: ...was...did he ask for something specific and that points to signature behaviour and that sort of thing you know...

C: Ja...

L: ...that's why obviously the offender must be unknown, because..

C: Ja...

L: OK, well I have got no other questions - if, if you think of anything else...perhaps you should hang on to that and if...

C: Ja, I think I will...

L: ...and ja...

C: Because I'd like to um, I actually only thought of it now but I'd like to um, maybe speak to them and see what they think about implementing into this effective detective thing...

L: Ja...

C: ...because now that I think of it it will actually...'cause I mean we get inundated with calls where a complainant comes in and reports a case and there's no female to attend to her...

L: OK...

C: ...whereas with this form um, I mean she doesn't have to have a female attending to the complainant...

L: Ja?

C: ...anyone can do this, without actually offending the, the complainant...

L: Ja..ja..

C: ...you know...

L: ...ja, because it's just set questions, it's not...

C: Ja...ja...it's a Pro Forma that...instead of someone that's that's you know not trained to take a statement um, actually harassing her or...

L: Ja...

C: ...asking the wrong questions...

L: Ja, absolutely...do you, um, in terms of psychological services available for victims, do...does the investigating officer suggest...

C: Um...Dr D usually refers them after they've been seen, ja. Uh, he usually refers them to Famsa...

L: OK. And he's the District Surgeon who examines her?

C: Ja. Uh OK he's not doing this anymore Dr D. But the doctors at the hospital that see them now, they also write a letter for them, for them to see counsellors at Famsa.

L: OK. OK well I really appreciate you...

C: It's a pleasure...

L: And if you have any brainwaves about this is wrong or I think you should include this then please just...

C: Ja...but I'll let you know what happens with this effective detective thing...

L: Ja, please...definitely...

C: Because you see um, uh what's going to make it easy is that these people that are going to work there are trained...

- L: Ja...

C: ...so it's not just the normal uniform guy that's just going to say no he doesn't know, you know or stuff up the whole form, um...

L: OK...

C: ...and, and it's going to, it's going to work with all um, in-service training and all that...

L: Mmm...OK...

C: So maybe at a later stage the whole police station will be able to use this.

L: Ja...definitely. Well I hope so. The idea behind it is to increase efficiency and...

C: Ja...ja...

L: Thanks a lot...

C: It's a pleasure.

END

APPENDIX FOUR

EXTRACTS FROM THE IMAGO

QUESTIONNAIRE

- 3 { } LESS THAN 1 KM
- 4 { } SAME CITY
- 5 { } SAME PROVINCE
- 6 { } OTHER PROVINCE
- 7 { } UNKNOWN

292 DISTANCE BETWEEN CRIME SCENE AND VICTIM'S WORK PLACE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } SAME CITY
- 5 { } SAME PROVINCE
- 6 { } OTHER PROVINCE
- 7 { } UNKNOWN

293 DISTANCE BETWEEN CRIME SCENE AND OFFENDER'S RESIDENCE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } SAME CITY
- 5 { } SAME PROVINCE
- 6 { } OTHER PROVINCE
- 7 { } UNKNOWN

294 DISTANCE BETWEEN CRIME SCENE AND OFFENDER'S WORKPLACE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } SAME CITY
- 5 { } SAME PROVINCE
- 6 { } OTHER PROVINCE
- 7 { } UNKNOWN

295 DISTANCE BETWEEN OFFENDER'S RESIDENCE AND VICTIM'S RESIDENCE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } 1 KM TO 3 KM
- 5 { } SAME CITY
- 6 { } SAME PROVINCE
- 7 { } OTHER PROVINCE
- 8 { } UNKNOWN

296 DISTANCE BETWEEN PLACE OF FIRST CONTACT AND CRIME SCENE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } 1 KM TO 3 KM
- 5 { } SAME CITY
- 6 { } SAME PROVINCE
- 7 { } OTHER PROVINCE
- 8 { } UNKNOWN

- 2 { } DURING A BREAK / LUNCHTIME
- 3 { } ON THE WAY TO WORK
- 4 { } DAY OFF
- 5 { } HOLIDAY
- 6 { } UNKNOWN

296 DAY OF THE WEEK

- 1 = SUNDAY, 2 = MONDAY, 3 = WEDNESDAY, ETC
- { }

297 WEATHER CONDITIONS DURING THE ASSAULT

- 1 { } VERY HOT
- 2 { } WARM
- 3 { } COLD
- 4 { } FOGGY
- 5 { } RAINY
- 6 { } VERY COLD
- 7 { } OTHER _____
- 8 { } WEATHER HAD NO INFLUENCE

298 PLACE WHERE THE FIRST CONTACT BETWEEN THE VICTIM AND OFFENDER TOOK PLACE

- 1 { } VICTIM'S RESIDENCE
- 2 { } OFFENDER'S RESIDENCE
- 3 { } VICTIM'S WORK PLACE
- 4 { } OFFENDER'S WORK PLACE
- 5 { } STREET
- 6 { } PUBLIC PLACES
- 7 { } PARKING LOT
- 8 { } RECREATION AREA
- 9 { } PLAYGROUNDS
- 10 { } VELD
- 11 { } OTHER _____
- SPECIFY
- 12 { } UNKNOWN

290 PLACE WHERE THE SEXUAL ASSAULT OR THE MURDER TOOK PLACE

- 1 { } VICTIM'S RESIDENCE
- 2 { } OFFENDER'S RESIDENCE
- 3 { } VICTIM'S WORK PLACE
- 4 { } OFFENDER'S WORKPLACE
- 5 { } STREET
- 6 { } PUBLIC PLACES
- 7 { } PARKING LOT
- 8 { } RECREATION AREA
- 9 { } PLAYGROUNDS
- 10 { } VELD
- 11 { } OTHER _____
- 12 { } UNKNOWN

291 DISTANCE BETWEEN THE CRIME SCENE AND VICTIM'S RESIDENCE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)

297 DISTANCE BETWEEN CRIME SCENE AND BODY RECOVERY SCENE

- 1 { } SAME PLACE
- 2 { } VERY NEAR (100 METERS)
- 3 { } LESS THAN 1 KM
- 4 { } 1KM TO 3 KM
- 5 { } SAME CITY
- 6 { } SAME PROVINCE
- 7 { } OTHER PROVINCE
- 8 { } UNKNOWN

298 OFFENDER'S MEANS OF TRANSPORT TO CRIME SCENE

- 1 { } WALKING
- 2 { } PUBLIC TRANSPORT
- 3 { } VEHICLE - OFFENDER = DRIVER
- 4 { } VEHICLE - OTHER DRIVER
- 5 { } VICTIM'S VEHICLE
- 6 { } OTHER

SPECIFY

- 7 { } UNKNOWN

299 OFFENDER'S TRANSPORT AWAY FROM CRIME SCENE

- 1 { } WALKING
- 2 { } PUBLIC TRANSPORT
- 3 { } VEHICLE - OFFENDER = DRIVER
- 4 { } VEHICLE - OTHER DRIVER
- 5 { } VICTIM'S VEHICLE
- 6 { } OTHER

SPECIFY

- 7 { } UNKNOWN

P VEHICLE INFORMATION

300 VEHICLE USED BY OFFENDER

- 1 { } OFFENDER'S VEHICLE
- 2 { } SOMEONE ELSE'S VEHICLE, WHO _____
- 3 { } RENTAL VEHICLE
- 4 { } STOLEN VEHICLE
- 5 { } OTHER

SPECIFY

- 6 { } UNKNOWN

301 TYPE OF VEHICLE

- 1 { } FOUR DOOR SEDAN
- 2 { } SPORTS CAR
- 3 { } BAKKIE
- 4 { } COMBI / HI LUX
- 5 { } TRUCK
- 6 { } OTHER

SPECIFY

302 AGE OF VEHICLE

- 1 { LESS THAN 6 MONTHS
- 2 { 6 MONTHS TO 1 YEAR
- 3 { 1 - 3 YEARS
- 4 { MORE THAN 3 YEARS
- 5 { MORE THAN 10 YEARS
- 6 { UNKNOWN

303 VEHICLE CONDITION

- 1 { WELL CARED FOR
- 2 { AVERAGE WEAR AND TEAR
- 3 { POOR CONDITION
- 4 { UNKNOWN

304 HOW WAS VEHICLE INVOLVED IN THE INCIDENT

- 1 { OFFENDER GIVES VICTIMS A LIFT
 - 2 { OFFENDER HIDES IN VICTIM'S CAR
 - 3 { OFFENDER FORCES VICTIM INTO OFFENDER'S CAR
 - 4 { OFFENDER FORCES VICTIMS INTO VICTIM'S CAR
 - 5 { OFFENDER SIMULATES ACCIDENT OR CAR TROUBLE
 - 6 { CAR WAS CRIME SCENE
 - 7 { OTHER
- SPECIFY _____
- 8 { UNKNOWN

305 OFFENDER'S DRIVING HABITS

- 1 { ONLY WHEN NECESSARY
- 2 { NEVER
- 3 { LONG DISTANCES FOR JOB
- 4 { PREFERS DRIVING AT NIGHT
- 5 { AGGRESSIVE DRIVER
- 6 { COMPULSIVE - CRUISING AROUND FOR PLEASURE
- 7 { UNKNOWN

Q GENERAL STRATEGY OF THE OFFENDER

306 WHAT WAS THE LENGTH BETWEEN THE INITIAL CONTACT WITH THE VICTIM AND THE ACTUAL CRIME

- 1 { SUDDEN / BLITZ
- 2 { SOME HOURS
- 3 { 1 WEEK TO 1 MONTH
- 4 { 1 - 6 MONTHS
- 5 { 6 MONTHS OR MORE
- 6 { UNKNOWN

307 WHAT WAS THE INITIAL STRATEGY USED BY THE OFFENDER TO APPROACH THE VICTIM

- 1 { RECRUITED BY PRIOR VICTIM
- 2 { EXPLOITS FRIENDSHIP OR AUTHORITY RELATION WITH VICTIM
- 3 { EXPLOITS OWN VOCATION (E.G TEACHER, SOCIAL

- WORKER, DOCTOR, POLICEMAN, ETC)
- 4 { } EXPLOITS NORMAL SOCIAL SITUATION (E.G PARTY, BAR, BEACH, ETC)
 - 5 { } USES CON OF OFFERING SERVICE OR ASSISTANCE TO VICTIM (E.G PRETENDS TO BE REPAIRMAN, HELPS START CAR, ETC)
 - 6 { } USES PRETEXT TO GET HELP FROM VICTIM
 - 7 { } MISREPRESENTS IDENTITY (E.G. POLICE OFFICER, TEACHER, PHOTOGRAPHER, ETC.)
 - 8 { } ENTRAPMENT OR BLACKMAIL (PUTS VICTIM IN COMPROMISING SITUATION)
 - 9 { } STALKS OR LIES IN WAIT FOR VICTIM
 - 10 { } BREAKING AND ENTERING
 - 11 { } SUDDEN PHYSICAL ATTACK
 - 12 { } ENTICES VICTIM THROUGH NEWSPAPER ADVERTISEMENT
 - 13 { } OTHER
- SPECIFY _____

14 { } UNKNOWN

308 HOW DID OFFENDER CONTROL VICTIM DURING THE EVENT

- 1 { } USED A WEAPON
- SPECIFY _____
- 2 { } PHYSICAL FORCE
 - 3 { } VERBAL THREATS
 - 4 { } MANIPULATION
 - 5 { } EXTORTION OR THREATS SIGNIFICANT OTHER OF VICTIM
 - 6 { } OTHER
- SPECIFY _____
- 7 { } UNKNOWN

309 WHICH OF THE FOLLOWING RESTRAINTS WERE USED

- 1 { } ROPE
 - 2 { } CHAIN
 - 3 { } TAPE
 - 4 { } BELT
 - 5 { } CLOTHING
 - 6 { } CHEMICAL DRUGS
 - 7 { } HANDCUFFS
 - 8 { } GAG
 - 9 { } BLINDFOLD
 - 10 { } OTHER
- SPECIFY _____
- 11 { } UNKNOWN

310 WHAT HAPPENED TO RESTRAINTS

- 1 { } BROUGHT TO SCENE BY OFFENDER
- 2 { } AVAILABLE AT SCENE
- 3 { } LEFT ON VICTIM
- 4 { } REMOVED FROM SCENE
- 5 { } WAS A WEAPON THAT VICTIM USED FOR SELF DEFENCE
- 6 { } UNKNOWN

311 IN WHAT MANNER WERE RESTRAINTS APPLIED

- 1 { } NEATLY AND SYMMETRICALLY
 - 2 { } EXCESSIVELY
 - 3 { } TOO STRONG , OUT OF CONTROL
 - 4 { } AS FETISHES
 - 5 { } TO IMITATE FANTASY MATERIAL
 - 6 { } OTHER
- SPECIFY _____
- 7 { } UNKNOWN

312 OFFENDER TRACES FOUND AT CRIME SCENE

- 1 { } FINGER PRINTS
 - 2 { } FOOT PRINTS
 - 3 { } CAR TRACKS
 - 4 { } SEMEN
 - 5 { } BLOOD
 - 6 { } HAIR
 - 7 { } FIBRE
 - 8 { } OFFENDER'S CLOTHING
 - 9 { } OTHER
- SPECIFY _____
- 10 { } NO TRACES
 - 11 { } UNKNOWN

313 WAS THERE ANY KEY EVENT THAT PRESSURIZED OFFENDER TO MURDER THE VICTIM

- 1 { } YES
- DESCRIBE _____
- _____
- _____
- _____

- 2 { } NO
- 3 { } UNKNOWN

R GENERAL DATA ABOUT THE HOMICIDE

314 WHY WAS VICTIM KILLED BY OFFENDER

- 1 { } INADVERTENT
 - 2 { } INTENTIONAL TO AVOID DETECTION
 - 3 { } SADISM
 - 4 { } COMPULSION (FANTASY)
 - 5 { } VICTIM'S DEFENCE AGITATED OFFENDER
 - 6 { } VICTIM STARTED SCREAMING
 - 7 { } OTHER
- SPECIFY _____
- 8 { } UNKNOWN

315 TYPE OF WEAPON USED

- 1 { } FIREARM
- 2 { } SHARP INSTRUMENT (KNIFE OR RAZOR)
- 3 { } BLUNT INSTRUMENT (ROCK, BRANCH ETC)

4 { } CLOTHING OF VICTIM
5 { } LIGATURE

SPECIFY

6 { } MANUAL STRANGULATION
7 { } OTHER

SPECIFY

316 WEAPON WAS

1 { } BROUGHT ALONG BY OFFENDER
2 { } AVAILABLE AT SCENE
3 { } NO WEAPON
4 { } SELF DEFENSE WEAPON OF VICTIM
5 { } UNKNOWN

317 SEXUAL ACTS COMMITTED BY OFFENDER

1 { } ORAL SEX
2 { } ANAL SEX
3 { } VAGINAL SEX
4 { } CUNNINGLITUS
5 { } FONDLING
6 { } KISSING
7 { } MASTURBATION ON VICTIM
8 { } OBJECT INSERTION
9 { } OTHER

SPECIFY

10 { } UNKNOWN

318 HOW DID OFFENDER BEHAVE AFTER SEXUAL ACTIVITY WITH VICTIM

1 { } NO CHANGE
2 { } INCREASED AGGRESSION
3 { } DECREASED AGGRESSION
4 { } UNDOING

SPECIFY

5 { } NO SEXUAL ACT
6 { } UNKNOWN

319 DID OFFENDER HAVE VICTIM PERFORM ANY OF THE FOLLOWING ACTIVITIES

1 { } ORAL SEX
2 { } ANAL SEX
3 { } KISSING
4 { } FONDLING
5 { } VAGINAL SEX
6 { } MASTURBATION
7 { } FOREIGN OBJECTS
8 { } VOYEURISM
9 { } FORCED CONSUMPTION OF DRUGS OR ALCOHOL
10 { } FORCED TO WEAR SPECIFIC CLOTHING

SPECIFY

11 { } FORCED TO SAY SOMETHING SPECIFIC

SPECIFY

12 { } BEING RAPED BY OTHER MEN

13 { } OTHER

SPECIFY _____

14 { } UNKNOWN

320 DID OFFENDER RECORD THE SEXUAL ACTS / TORTURE BY USING

1 { } WRITINGS

2 { } AUDIO TAPES

3 { } VIDEO TAPES

4 { } PHOTOGRAPHS

5 { } SKETCHES

6 { } COMPUTER

7 { } SCRAPBOOK

8 { } NEWSPAPER CLIPPINGS

9 { } O T H E R

10 { } UNKNOWN

321 WHERE WERE THE RECORDINGS STORED

1 { } HOME IN OPEN WHERE _____

2 { } HOME, HIDDEN WHERE _____

3 { } RENTAL STORAGE WHERE _____

4 { } WORK PLACE WHERE _____

5 { } OTHER SECRET PLACE WHERE _____

6 { } UNKNOWN

322 DID OFFENDER SHARE THESE RECORDINGS WITH SOMEONE ELSE

1 { } YES, WHOM _____

2 { } NO

3 { } UNKNOWN

323 EVIDENCE OF SEXUAL DYSFUNCTION DURING EVENT

1 { } PRESENT

SPECIFY _____

2 { } SUSPECTED

3 { } ABSENT

4 { } UNKNOWN

324 SADISTIC ACTS COMMITTED DURING THE ASSAULT

1 { } PRESENT

D E S C R I B E

2 { } SUSPECTED

- 3 { } ABSENT
4 { } UNKNOWN

325 MASOCHISTIC ACTS COMMITTED DURING OR AFTER THE ASSAULT

- 1 { } PRESENT
D E S C R I B E

- 2 { } SUSPECTED
3 { } ABSENT

326 WAS THERE ANOTHER MALE/S INVOLVED IN THE ASSAULT

- 1 { } YES, WHO _____
2 { } NO
3 { } UNKNOWN

326 WAS THERE ANOTHER FEMALE/S IN THE ASSAULT

- 1 { } YES, WHO _____
2 { } NO
3 { } UNKNOWN

327 IF SOMEONE ELSE WAS INVOLVED WHAT WAS THIS PERSON'S ROLE

- 1 { } LEADER
2 { } ACCOMPLICE
3 { } FOLLOWER
4 { } ANOTHER VICTIM
5 { } SPOUSE / GIRLFRIEND / BOYFRIEND

SPECIFY

- 6 { } UNKNOWN

328 WAS ALCOHOL USED BY OFFENDER JUST PRIOR OR DURING THE CRIME

- 1 { } YES
2 { } NO
3 { } UNKNOWN

329 DID USE OF ALCOHOL BEFORE OR DURING CRIME DIFFER FROM OFFENDER'S USUAL DRINKING HABITS

- 1 { } YES
2 { } MORE
3 { } LESS
4 { } NO
5 { } UNKNOWN

330 DID OFFENDER DRINK MORE EXCESSIVELY AFTER THE CRIME

- 1 { } YES
2 { } NO

3 { } UNKNOWN

331 WAS DRUG USE BY THE OFFENDER ASSOCIATED WITH THE OFFENSE

1 { } YES

2 { } NO

3 { } UNKNOWN

332 DID THIS DRUG USE DIFFER SIGNIFICANTLY WITH THE OFFENDER'S
USUAL DRUG HABIT

1 { } YES

2 { } NO

3 { } UNKNOWN

333 HOW WOULD THE OFFENDER RATE THE SEXUAL PLEASURE OR
SATISFACTION HE EXPERIENCED

1 { } EXTREMELY UNPLEASANT

2 { } BAD

3 { } AVERAGE PLEASANT

4 { } GOOD PLEASANT

5 { } SUPER

6 { } UNKNOWN

334 HOW LONG DID THE OFFENSE TAKE

1 { } MINUTES

2 { } HOURS

3 { } DAYS

335 WHAT WAS THE NATURE OF THE CONVERSATION DURING THE OFFENSE

1 { } MANIPULATIVE , CONNING

2 { } THREATENING , INTIMIDATING

3 { } ABUSIVE, INSULTING

4 { } INQUISITIVE, ASKING VICTIM PERSONAL QUESTIONS

5 { } POLITE AND FRIENDLY

6 { } THREATS TO VICTIM'S FAMILY

7 { } COMPLEMENTARY

8 { } SILENT NO CONVERSATION

9 { } OTHER

SPECIFY

10 { } UNKNOWN

336 WHAT ACTIONS DID THE OFFENDER TAKE TO PRECLUDE
IDENTIFICATION / EVIDENCE RETRIEVAL

1 { } BLINDFOLDING THE VICTIM

2 { } OFFENDER WORE A DISGUISE

3 { } WORE GLOVES

4 { } VICTIM FORCED TO BATHE / DOUCHE

5 { } REMOVED EVIDENCE

6 { } DESTROYED EVIDENCE

7 { } KILLED VICTIM

8 { } OTHER

SPECIFY

9 { } UNKNOWN

337 DID OFFENDER TAKE ANYTHING FROM THE CRIME SCENE

- 1 { } MONEY
- 2 { } PERSONAL ITEMS OF SMALL VALUE
- 3 { } VICTIM'S CLOTHING
- 4 { } JEWELRY
- 5 { } PHOTOGRAPHS
- 6 { } VICTIM'S HANDBAG / IDENTIFICATION
- 7 { } BODY PARTS
- SPECIFY _____
- 8 { } OTHER _____
- SPECIFY _____
- 9 { } UNKNOWN _____

S OFFENDER'S INTERACTION WITH THE MEDIA

338 DID OFFENDER FOLLOW MEDIA REPORTS ON THE CASE CLOSELY

- 1 { } YES , DESCRIBE _____
- 2 { } NO
- 3 { } UNKNOWN

339 DID MEDIA REPORTS CAUSE OFFENDER TO CHANGE / ALTER HIS PLANS OR MODUS OPERANDI

- 1 { } YES, HOW _____
- 2 { } NO
- 3 { } UNKNOWN

340 IN CASE OF ABDUCTION DID MEDIA REPORTS CAUSE OFFENDER TO DELAY OR EXPEDITE THE MURDER

- 1 { } DELAY MURDER
- 2 { } EXPEDITE MURDER
- 3 { } MEDIA MADE NO DIFFERENCE
- 4 { } UNKNOWN

341 WAS AN IDENTIKIT OF THE OFFENDER EVER EXPOSED TO THE MEDIA

- 1 { } YES
- 2 { } NO
- 3 { } UNKNOWN

342 WHAT WAS THE OFFENDER'S REACTION TO THE IDENTITY KIT

- 1 { } RELOCATED
- 2 { } HID IN RESIDENCE
- 3 { } CHANGED APPEARANCE
- 4 { } NO REACTION
- 5 { } IDENTITYKIT NOT ACCURATE
- 6 { } UNKNOWN

343 WAS A PROFILE OF THE OFFENDER EVER RELEASED TO THE MEDIA

- 1 { } YES
- 2 { } NO
- 3 { } UNKNOWN

344 WHAT WAS THE OFFENDER'S REACTION TO THE PROFILE

- 1 { } RELOCATE
- 2 { } HID IN RESIDENCE
- 3 { } OFFENDER DID NOT CONSIDER PROFILE TO BE ACCURATE
- 4 { } UNKNOWN

345 DID ANY COMMENTS OR ACTIONS BY THE INVESTIGATING OFFICERS EVER CAUSE THE OFFENDER TO CHANGE HIS PLANS OR MODUS OPERANDI

- 1 { } YES, SPECIFY _____
- 2 { } NO
- 3 { } UNKNOWN

346 DID OFFENDER SHOW ANY OF THE FOLLOWING BEHAVIOUR AFTER THE CRIME

- 1 { } KEEPS SOUVENIR OF THE VICTIM
DESCRIBE _____
- 2 { } CONTACTS THE POLICE
- 3 { } CONTACTS THE MEDIA
- 4 { } CONTACTS THE VICTIM (IN CASES OF RAPE)
- 5 { } CONTACT THE VICTIM'S FAMILY
- 6 { } CONTACT THE VICTIM'S EMPLOYERS
- 7 { } INSERT SELF INTO THE INVESTIGATION
- D E S C R I B E
- 8 { } TALKED TO SOMEONE ABOUT THE CASE
DESCRIBE _____
- 9 { } CHANGES RESIDENCE
- 10 { } RELIGIOUS ACTIVITY INCREASES
- 11 { } RELIGIOUS ACTIVITY DECREASES
- 12 { } FEELS PHYSICALLY ILL
- 13 { } RETURNS TO CRIME SCENE (WHETHER BODY IS STILL PRESENT OR NOT)
- 14 { } MASTURBATES AT CRIME SCENE
- 15 { } VISIT RESIDENCE OF VICTIM
- 16 { } VISITS WORK PLACE OF VICTIM
- 17 { } ATTEND VICTIM'S FUNERAL
- 18 { } VISIT VICTIM'S GRAVE
- 19 { } FEELS GUILTY OR SAD
- 20 { } WRITES TO VICTIM (WHETHER DECEASED OR NOT)
- 21 { } DREAMS ABOUT VICTIM
- 22 { } TURNS HIMSELF IN TO LAW ENFORCEMENT
- 23 { } OTHER
- S P E C I F Y

24 { } UNKNOWN

T CRIME SCENE / DISPOSAL SITE DATA

347 DATE WHEN BODY WAS RECOVERED

{ } DAY
{ } MONTH
{ } YEAR

378 PLACE WHERE BODY WAS RECOVERED

- 1 { } OFFENDER'S RESIDENCE
- 2 { } VICTIM'S RESIDENCE
- 3 { } OFFENDER'S WORK PLACE
- 4 { } VICTIM'S WORKPLACE
- 5 { } STREET / ALLEY
- 6 { } PARKING LOT
- 7 { } PUBLIC RECREATION AREA
- 8 { } IN WATER
- 9 { } WOODS
- 10 { } PLAYGROUND
- 11 { } OPEN VELD
- 12 { } NEXT TO THE ROAD
- 13 { } OTHER

SPECIFY

379 WAS BODY

- 1 { } DUMPED
- 2 { } HIDDEN / CONCEALED
- 3 { } DISPLAYED
- 4 { } UNKNOWN

U SEXUAL HOMICIDE DATA

380 CAUSE OF DEATH

- 1 { } LIGATURE STRANGULATION
 - 2 { } MANUAL STRANGULATION
 - 3 { } BLUNT FORCE INJURY
 - 4 { } STABBED OR CUT
 - 5 { } SMOTHERED OR SUFFOCATION
 - 6 { } HANGING
 - 7 { } GUNSHOT
 - 8 { } DROWNING
 - 9 { } POISON
 - 10 { } CRUCIFIXION
 - 11 { } BURNT
 - 12 { } MORE THAN ONE , EXPLAIN
-
-
-

13 { } OTHER
SPECIFY _____

381 WEAPONS / METHOD USED TO KILL VICTIM

1 { } FIREARM
2 { } KNIFE / RAZOR. SCISSORS
3 { } LIGATURE
4 { } BLUDGEON
5 { } OFFENDER'S HANDS / FEET
6 { } OTHER
SPECIFY _____

382 VISIBILITY OF BODY AT RECOVERY SITE

1 { } OPENLY DISPLAYED OR PLACED TO ENSURE RECOVERY
2 { } CONCEALED HIDDEN IN ORDER TO PREVENT RECOVERY
3 { } DUMPED
4 { } DESTROYED TOTALLY

383 WAS THE BODY SPECIALLY DISPLAYED IN A POSITION

1 { } YES
DESCRIBE _____

2 { } NO
3 { } UNKNOWN

384 WHAT WAS THE BODY'S STATE OF DRESS

1 { } COMPLETELY NAKED
2 { } BREASTS EXPOSED
3 { } GENITALS EXPOSED
4 { } BUTTOCKS EXPOSED
5 { } FULLY DRESSED
6 { } OTHER
EXPLAIN _____

385 VICTIM'S POSITION

1 { } FACE DOWN
2 { } FACE UP
3 { } SIDE POSITION
4 { } SITTING
5 { } OTHER
EXPLAIN _____
6 { } UNKNOWN

386 DID OFFENDER COVER ANY PARTS OF VICTIM'S BODY OR UNDOING

1 { } GENITALS COVERED
2 { } FACE COVERED
3 { } WOUNDS COVERED
4 { } BODY FULLY COVERED
5 { } VICTIM IN SLEEPING POSITION
6 { } BODY WASHED
7 { } CHANGE CLOTHING OF VICTIM
8 { } HANDS IN PRAYING POSITION

9 { } OTHER
EXPLAIN
10 { } UNKNOWN

387 HOW LONG DID OFFENDER SPEND TIME WITH DEAD BODY

1 { } MINUTES
2 { } HOURS
3 { } UNKNOWN

388 EVIDENCE OF SEXUAL ACTS BEFORE DEATH

1 { } YES
2 { } NO
3 { } UNKNOWN

389 EVIDENCE OF SEXUAL ACTS AFTER DEATH

1 { } YES

DESCRIBE

2 { } NO
3 { } UNKNOWN

390 DID OFFENDER MUTILATE BODY AFTER DEATH

1 { } YES

D E S C R I B E

2 { } NO
3 { } UNKNOWN

391 FORM OF MUTILATION AFTER DEATH / TORTURE BEFORE DEATH

1 { } BODY CAVITIES PROBED
2 { } OBJECT/S INSERTED IN VAGINA
3 { } OBJECTS INSERTED INTO ANUS
4 { } OBJECTS INSERTED INTO MOUTH
5 { } BREAST MUTILATED
6 { } VAGINA MUTILATED
7 { } ANUS MUTILATED
8 { } PENIS MUTILATED
9 { } BURNS (CIGARETTE, IRON, ETC)
10 { } CARVING ON VICTIM

DESCRIBE

11 { } WRITE ON VICTIM

DESCRIBE

12 { } ELECTRICAL SHOCK
13 { } CANNIBALISM
14 { } VAMPIRISM
15 { } KICKED
16 { } THROAT SLASHED
17 { } VICTIM HUNG (ALIVE)
18 { } DRIVEN OVER VICTIM / DRAGGED VICTIM WITH A VEHICLE

19 { } HEAD SHAVED
20 { } PUBIC HAIR SHAVED
21 { } SKINNED VICTIM
22 { } WHIPPED
23 { } BITTEN, WHERE _____
24 { } DAMAGING SUBSTANCE IN VICTIM'S EYES OR EARS
25 { } OTHER
D E S C R I B E

26 { } UNKNOWN

392 WAS THE MUTILATION DONE TO PREVENT IDENTIFICATION OF VICTIM

1 { } YES
2 { } NO
3 { } UNKNOWN

393 DID OFFENDER KEEP THE CORPSE FOR A PERIOD OF TIME

1 { } YES
2 { } NO
3 { } UNKNOWN

394 FOR HOW LONG

1 { } DAYS
2 { } WEEKS
3 { } MONTHS
4 { } UNKNOWN

395 WHERE WAS BODY KEPT

DESCRIBE _____

396 TIME BETWEEN MURDER AND FIRST REVISIT TO CRIME SCENE

1 { } DAYS
2 { } WEEKS
3 { } MONTHS
4 { } YEARS
5 { } UNKNOWN

397 HOW MANY TIMES DID OFFENDER REVISIT THE CRIME SCENE

1 { } 1 TIME
2 { } 2 TIMES
3 { } 3 - 4 TIMES
4 { } 5 OR MORE
5 { } UNKNOWN

398 OFFENDER'S PURPOSE FOR REVISITING THE CRIME SCENE

1 { } CURIOSITY

2 { } FANTASY RELIVED
 3 { } MASTURBATION
 4 { } DETERMINE PROGRESS OF POLICE INVESTIGATION
 5 { } ENGAGE IN FURTHER SEXUAL ACTS
 6 { } MUTILATE BODY
 7 { } COMMIT ACTS WITH OTHER VICTIMS AT SAME LOCATION
 8 { } TO CHECK ON BODY
 9 { } TO RETRIEVE EVIDENCE
 10 { } OTHER
 SPECIFY _____

V DATA ABOUT OFFENDER'S IDENTIFICATION

399 HOW WAS OFFENDER IDENTIFIED

1 { } TURNED SELF IN / CONFESSED
 2 { } BY INFORMANT
 3 { } BY A WITNESS TO THE CRIME
 4 { } IDENTIFIED BY VICTIM
 5 { } CAUGHT IN THE ACT
 6 { } OTHER
 S P E C I F Y

400 IF OFFENDER WAS IDENTIFIED BY A THIRD PARTY WAS THE REWARD INSTRUMENTAL

1 { } YES
 2 { } NO
 3 { } UNKNOWN

401 PLACE WHERE OFFENDER WAS APPREHENDED

1 { } CRIME SCENE
 2 { } ESCAPING THE CRIME SCENE
 3 { } OFFENDER'S RESIDENCE
 4 { } OFFENDER'S WORK PLACE
 5 { } TURNED SELF IN
 6 { } OTHER

SPECIFY _____
 7 { } UNKNOWN

402 OFFENDER'S RESISTANCE TO ARREST

1 { } TRIED TO ESCAPE
 2 { } PHYSICAL STRUGGLE
 3 { } ATTACKED POLICE (PHYSICAL, FIREARM OR OTHER WEAPON
 4 { } SURRENDERED WITHOUT RESISTANCE
 5 { } OTHER

SPECIFY _____
 6 { } UNKNOWN

403 WAS OFFENDER ALONE AT TIME OF ARREST

1 { } YES
2 { } N O , W H O
3 { } UNKNOWN

404 OFFENDER'S PLEA TO CHARGES

1 { } GUILTY
2 { } CHANGED FROM GUILTY TO NOT GUILTY
3 { } NOT GUILTY
4 { } NO REACTION
5 { } OTHER
SPECIFY
6 { } UNKNOWN

405 INITIAL REACTION OF OFFENDER TO AUTHORITIES

1 { } ADMITTED TO MURDER
2 { } DENIES OFFENCE
3 { } ADMITS TO OFFENCE AFTER CONFRONTED WITH FACTS
4 { } HAS NO MEMORY OF THE OFFENCE
5 { } OTHER
SPECIFY
6 { } UNKNOWN

406 COURT CASE

1 { } OFFENDER CONVICTED
2 { } ACQUITTED
3 { } OFFENDER FOUND NOT COMPETENT TO STAND TRIAL DUE
TO INSANITY

407 SENTENCING

1 { } DEATH
2 { } NUMBER OF YEARS
3 { } PAROL POSSIBLE
4 { } NO PAROL
5 { } UNKNOWN

408 WHICH CIRCUMSTANCES COULD HAVE PREVENTED THE OFFENDER FROM
COMMITTING THE OFFENSE

S P E C I F Y

W VICTIM'S DATA

409 WHY DID OFFENDER SELECT THE VICTIM

- 1 { } SEX = MALES
- 2 { } SEX = FEMALES
- 3 { } AGE
- 4 { } CLOTHING
- 5 { } AVAILABILITY
- 6 { } PHYSICAL APPEARANCE
- 7 { } RACE
- 8 { } OCCUPATION
- 9 { } OTHER

SPECIFY

- 10 { } UNKNOWN

410 IF OFFENDER COMMITTED MULTIPLE ASSAULTS WERE THERE SIMILARITIES BETWEEN THE VICTIMS

- 1 { } MALES
- 2 { } FEMALES
- 3 { } AGE GROUP
- 4 { } CLOTHING
- 5 { } AVAILABILITY
- 6 { } PHYSICAL APPEARANCE
- 7 { } RACE
- 8 { } OCCUPATION
- 9 { } UNKNOWN

411 HOW WOULD OFFENDER CLASSIFY THE VICTIM /S

- 1 { } VERY ATTRACTIVE
- 2 { } ATTRACTIVE
- 3 { } NORMAL
- 4 { } NOT VERY ATTRACTIVE
- 5 { } UNATTRACTIVE
- 6 { } UNKNOWN

X SUBJECTIVE ASSESSMENT

THE NEXT SET OF QUESTIONS DEALS WITH THE SUBJECT'S OWN ASSESSMENT OF THE SITUATION AS IT APPEARS TO HIM IN RETROSPECT AND AT PRESENT. PLEASE ALLOW THE OFFENDER AMPLE TIME TO THINK EACH QUESTION OVER IF NEEDS BE. THE QUESTIONS ARE READ AND FILLED IN BY THE INTERVIEWER.

412 BEFORE ALL THAT HAS HAPPENED TO HIM, WHAT DID THE SUBJECT THINK HE'D DO FOR A LIVING

413 WHAT KINDS OF HOBBIES DID THE SUBJECT FIND MOST ENJOYABLE

414 WAS THERE EVER A TIME IN HIS LIFE WHEN THE OFFENDER DID NOT
THINK ABOUT COMMITTING THESE CRIMES

415 DOES THE OFFENDER FEEL SORRY ABOUT WHAT HAS HAPPENED

416 CAN THE OFFENDER EXPLAIN WHY HE COMMITTED THE CRIMES (A
PSYCHOLOGICAL REASON)

417 DOES THE OFFENDER FEEL THAT HE COULD AT ANY STAGE STOP
HIMSELF FROM COMMITTING THE CRIMES

APPENDIX FIVE

EXTRACTS FROM THE SERIOUS

SEXUAL OFFENCES INVESTIGATIVE

TECHNIQUES MANUAL

**SERIOUS SEXUAL
OFFENCES
INVESTIGATIVE
TECHNIQUES
MANUAL**

The Detective Training School



**METROPOLITAN
POLICE**

SERIOUS SEXUAL OFFENCE STATEMENTS

**NB IF THE VICTIM / WITNESS IS A CHILD
CONSIDERATION SHOULD ALWAYS BE GIVEN TO
INTERVIEWING THE CHILD ON VIDEO RATHER THAN
OBTAINING A WRITTEN STATEMENT.**

Serious Sexual Offences are rape/buggery, indecent assaults involving oral sex, the use of instruments, or the use of violence, including attempts in each instance, and other circumstances deemed to be especially serious by the investigating officer.

**DO NOT FORGET THAT STATEMENTS FROM VICTIMS OF
SERIOUS SEXUAL OFFENCES SHOULD BE TAKEN 24
HOURS AFTER THE INCIDENT.**

The above statement does not mean that you should not start interviewing the victim / witness and making notes of this conversation. A delay of 24 hours is preferable before a written statement is obtained, because the body produces adrenaline after a traumatic event, which can inhibit memory retrieval. Adrenaline will dissipate from the body after a 24-hour period.

Key to writing statements

1. PARAGRAPH THE STATEMENT.
2. Do not prime the victim - it **must** be **their** statement. Use the victim's own terminology and clarify it wherever necessary to ensure you know exactly what is being referred to ie 'willy' = 'penis'. The clarification only needs to be put on the first occasion the terminology is used, thereafter the victims own words can be used.
3. Record the witness's full name on the front of Form MG11.
4. On the rear of Form MG 11, record:- The witness's maiden name, (if applicable), any other name(s) used, date and place of birth, occupation, address, and telephone numbers (if appropriate).
5. Check that the date the statement was written has been recorded on the Form MG11.
6. Record the background of the victim to establish his/her credibility, and to set the scene.
7. Describe the layout of the venue or scene where the incident took place.
8. Consider using sketch plans - mention them in the statement and exhibit them.
9. Use the terms 'exhibit reference', 'identity number' or 'item number' - not Exhibit Number.
10. Day and date. Specify day of the week.
11. Detail events leading up to the incident. This will vary according to circumstances, and in some cases, there will be more information than in others.
12. Fully describe the victim's clothing and the victim's own description (this may assist the forensic laboratory and identification).
13. Describe other victims.
14. Clarify times - How did the victim know what the time was at a particular moment?
15. Describe any route taken by the victim, prior to attack. (BE CAREFUL NOT TO DIVULGE VICTIM'S ADDRESS).
16. Witnesses - are they known to the victim, future witnesses, other witnesses? If so, show the relationship. Describe all witnesses and name them. May link victim to suspect.
17. Show how the suspect approached the victim.
18. How did suspect maintain control of victim?

19. If restraints used, were these brought by the suspect, or were they items of the victim's or other person's property.
20. Weapons, etc used, displayed, mentioned.
21. Record the exact words spoken by suspect and witness in 'direct speech'.
22. If more than one suspect, identify each one separately by some distinguishing feature eg moustache, facial mark, colour of shirt, etc. Give full top to toe descriptions at end of MG11.
23. Record details of anything left at the scene by the suspect.
24. Describe anything touched by the suspect.
25. Did the suspect have a prepared escape route prior to the attack? Was a car or other known method of transport used?
26. Continually describe the victim's state of mind during the whole incident. What was the victim feeling, thinking, in relation to each event as it occurred?
27. Record exactly details of any threats made by the suspect - use exact language.
28. Was there any resistance by victim? Include reasons for doing or not doing anything to resist.
29. If the victim resisted, show the suspect's reaction (speech - facial - physical).
30. Was the victim made to pose by the suspect.
31. Describe the suspect's position in relation to the victim.
32. Did the suspect photograph the victim?
33. Describe if and how clothing was removed, and by whom, and in what order, where placed or left.
34. Was the victim made to dress in any items specifically requested by the suspect?
35. Were these items brought by the suspect?
36. Were any items of clothing stolen by the suspect?
37. Did the suspect request that the victim use any words or sentences during the attack?
38. Describe the full details of the sexual assault, sexual rituals, and describe the acts. Was the victim given options?

Consider the following details:-

Touching	where and by whom?	(Victim by Suspect) (Suspect by Victim)
Kissing	where and by whom?	(Victim by Suspect) (Suspect by Victim)
Use of Instruments	foreign objects used. Show how eg placed in vagina, anus, etc.	
Digital penetration / manipulation of vagina / anus		
Fetishism	particular attraction / request for certain objects (eg clothing / perfume / baby oil . etc)	
Voyeurism	watching a particular act (eg the suspect watching victim masturbate on the suspect's direction)	
Fellatio	mouth to penis	
Cunnilingus	mouth to vagina	
Sexual Sadism	Beating, burning, whipping, biting, twisting breasts, asphyxiation until the victim becomes unconscious, painful bondage, cutting	
Anulingus	licking anus	
Urination		
Defecation		
Bestiality		
Buggery		

39. If sexual intercourse took place, exact description of how the victim felt (NB: Force, Fear, and Fraud). Consent must be negated prior to the sexual act taking place in the MG11.
40. How the penis entered the vagina (or other orifices).
41. Position of bodies.
42. Position of suspect's hands.
43. Position of legs, etc.
44. Did the suspect have an erect penis?
45. Did the suspect ejaculate?
46. How the victim knew or suspected ejaculation.
47. Was anything done by the suspect to remove/stop semen being left behind (eg forcing the victim to wash, combing the victim's pubic hairs, using a condom.)
48. If tissues were used, what happened to them? Where did they come from?
49. If the case involved oral sex - did the victim spit out any semen? Did the victim vomit? If so, where?
50. If the suspect was a male - did he wipe his penis on anything after the offence.
51. Did the suspect have problems achieving erection, maintaining it, or did the suspect ejaculate prematurely?
52. Was the victim asked / forced to manually masturbate the suspect? If the suspect was a male person, was the victim forced to masturbate the suspect to help achieve or maintain an erection
53. Describe the penis? Be careful about asking whether the suspect was circumcised as this may reveal previous sexual history.
54. Were any lubricants used during the offence?
55. Was the victim told / forced to take any drug / medication / alcohol by the suspect?
56. Was there any blood / wetness?
57. If a number of sexual was carried out, record the exact order in which they were committed and details of any speech used to the victim prior, during and after the event.
58. Were any specific threats made to the victim about reporting the offence to the police, or other authority figure? If so, record the exact words used.
59. Were any actions / words used to stop the victim recognising the suspect?
60. Did the suspect take steps to avoid leaving fingerprints?
61. Was any of victim's property taken to assist the suspect relocating the victim again? Was this taken to stop reporting - was this mentioned - specifically by suspect?
62. Did the suspect suggest they meet again - specifics?
63. Did the suspect say that he / she would come back - specifics?
64. Was the suspect curious about the victim's life / family / previous relationships - sexual or otherwise?
65. Did the suspect pay any compliments to the victim?
66. Did the suspect make excuses for what had been done to the victim, or did the suspect apologise for it?
67. Did the suspect make any mention of police procedures, OR legal procedures?
68. How did the attack end?
69. How did the victim leave the scene, where did she / he go, what did she / he do?
70. How did the suspect leave the scene?
71. Did the victim tell anyone? If so - when? - was it an early complaint?
72. Include points from *R v Turnbull 1976* -
 - Amount of time under observation
 - Distances
 - Visibility / lighting
 - Obstructions
 - Known or seen before (suspect/witness/vehicle)

- Any reason victim has to remember particular facts
 - Time lapsed - How known?
 - Error or material discrepancy
73. Full description of suspect(s) from head to feet.
 74. Include description of all clothing. It may be necessary to cover what the suspect wasn't wearing (eg no jacket in cold weather).
 75. Did the suspect have an accent - clarify if possible?
 76. Did the victim know the suspect? Would she / he recognise suspect again?
 77. How was the matter reported to police?
 78. Record any permission granted by the victim for the scene examination of their property to take place, and record the details of the removal of items for evidence and forensic examination.
 79. Describe fully all property taken. Includes serial nos., colours, sizes, identifying marks, was anything said in relation to property taken by the suspect / victim.
 80. Get the victim to formally identify any property left by the suspect.
 81. Describe all injuries received by the victim, and feelings relating to them.
 82. Include the fact that the victim did not CONSENT, even if that is obvious.
This is in addition to negating consent to the sexual act(s) prior to them occurring.
 83. Negate consent to theft of any of the victim's property by the suspect.
 84. Is the victim willing to attend court?
 85. Make sure the victim reads their statement thoroughly and that it is signed in all the right places.
 86. Do not précis direct speech. Put direct speech of both the suspect and the victim
 87. The full description - head to toe of victim(s), and the suspect(s), should be towards the end of the statement and after all events have been dealt with.

**KEEP ALL NOTES MADE TO HELP ANY STATEMENTS.
THEY ARE UNUSED MATERIAL AND MAY BE SUBJECT TO
DISCLOSURE.
DO NOT EXHIBIT THEM**

Impact Or Pre Trial Statements From Victims

It is often useful to the prosecution for additional statements dealing with the following points to be obtained from the victim, and / or their family / partner, before the trial or sentencing of the offender:-

- Any medical treatment either being undertaken or anticipated;
- Any psychiatric disturbance;
- Effects on the victim's life;
- Effects on the victim's family;
- Any other relevant factors suffered by the victim as a result of the attack.

Corroboration, particularly in relation to medical matters, will be required.

These statements are taken for the information of the Judge to decide on the most appropriate sentence, taking into account the impact of that crime on that victim. MPS policy is that they will be taken in all serious sexual assaults, robbery, burglary artifice and any other serious crime that may have greatly affected the victim.

The original 'chaperone' should take the statement. If in exceptional circumstances this chaperone is not available then another chaperone must take the statement. Prior to visiting the victim the new chaperone should thoroughly read the original statement(s) from the victim. This will satisfy any natural curiosity about the case on the part of the new chaperone and ensure that the victim doesn't have to explain the details of the offence again.

APPENDIX SIX

VICLAS DOCUMENT

Canada



VICLAS

Violent Crime Linkage
Analysis System

Homicide Crime Analysis Report Form 3383 eng. (94-05)



Royal Canadian Gendarmerie royale
Mounted Police du Canada

VICLAS - HOMICIDE

PRIVACY STATEMENT

For the purpose of the provisions of the Privacy Act and Access to Information legislation, all information provided to VICLAS is done so "IN CONFIDENCE".

SUBMISSION CRITERIA

- 1 (i). All solved or unsolved homicides and attempts that are of a sexual/predatory nature, apparently random, motiveless or are known or suspected of being part of a series - complete "Long" VICLAS form 3364.
- (ii). All other solved or unsolved homicides and attempts (i.e.: domestic; barroom brawl resulting in homicide) - complete "Short" VICLAS form 3383.
2. Missing persons, where the circumstances indicate a strong possibility of foul play and the victim is still missing - complete "Short" VICLAS form 3383.
3. Unidentified bodies, where the manner of death is known or suspected to be homicide - complete "Short" VICLAS form 3383.
4. All non parental abductions and attempts - complete "Short" VICLAS form 3383.
5. Regardless of the nature of your case, you may at your discretion, submit your case utilizing the "Long" form rather than one of the "Short" forms if you believe that it will be more appropriate.
6. Mail ALL VICLAS Crime Analysis Reports, supplements and/or corrections, to your regional VICLAS coordinator at the address listed below.

VICLAS COORDINATORS LISTED BY PROVINCE

BRITISH COLUMBIA/YUKON:

RCMP "E" DIVISION
5255 Heather Street,
Vancouver, British Columbia
V5Z 1K6
ATTN: NCO i/c VICLAS

QUÉBEC:

RCMP HQ
1200 Vanier Pkwy,
Ottawa, Ontario
K1A 0R2
ATTN: NCO i/c VICLAS

ALBERTA/N.W.T.:

RCMP "K" DIVISION
11140 - 109 Street
Edmonton, Alberta/N.W.T.
T5G 2T4
ATTN: NCO i/c VICLAS

POLICE COMMUNAUTÉ URBAINE DE MONTRÉAL

525, rue Bonsecours
Montréal, Québec
H2Y 3C6
ATTN: NCO i/c VICLAS

SASKATCHEWAN:

RCMP "F" DIVISION
Bag 2500
Regina, Saskatchewan
S4P 3K7
ATTN: NCO i/c VICLAS

NEW BRUNSWICK:

RCMP "J" DIVISION
P.O. Box 3900
Fredericton, New Brunswick
E3B 4Z8
ATTN: NCO i/c VICLAS

MANITOBA:

RCMP "D" DIVISION
1091 Portage Ave., Bag 5650
Winnipeg, Manitoba
R3C 3K2
ATTN: NCO i/c VICLAS

NOVA SCOTIA/PEI:

RCMP "H" DIVISION
3139 Oxford St., Box 2286
Halifax, Nova Scotia
B3J 3E1
ATTN: NCO i/c VICLAS

ONTARIO:

ONTARIO PROVINCIAL POLICE
50 Andrew St. South
Orillia, Ontario
L3V 7T5
ATTN: NCO i/c VICLAS

NEWFOUNDLAND:

RCMP "B" DIVISION
P.O. Box 960
Corner Brook, Newfoundland
A2H 6J3
ATTN: NCO i/c VICLAS

METROPOLITAN TORONTO POLICE

40 College Street
Toronto, Ontario
M5G 2J3
ATTN: SEXUAL ASSAULT SQUAD

INISTRATION S ADMINISTRATION

PRIVACY STATEMENT: For the purpose of the provisions of the Privacy Act and Access to Information legislation, all information provided to VICLAS is done so "IN CONFIDENCE".

ITEMS 1 THROUGH 8 ARE FOR VICLAS USE ONLY

1 DATE RECEIVED		2 DATE ENTERED	
VICLAS ASSIGNMENT	4 VICLAS ID NUMBER	5 EXTERNAL SYSTEM CASE NUMBER (SPECIFY)	
ANALYST REFERENCE NUMBER	7 ANALYST ASSIGNED	8 DIARY DATE	

HERE

REPORTING AGENCY		10 REPORTING AGENCY'S CPIC/ORI NUMBER	11 REPORTING AGENCY'S CASE NUMBER
STIGATOR'S NAME	13 TELEPHONE NO. ()	14 NAME OF PERSON COMPLETING REPORT (if different from investigator)	15 TELEPHONE NO. ()
VICLAS REPORT SUBMISSION TYPE		17 INVESTIGATING AGENCY'S CASE STATUS	
☐ ORIGINAL ☐ SUPPLEMENT ☐ CORRECTION OF PREVIOUS SUBMISSION		1 ☐ UNSOLVED (offender unknown) 2 ☐ SOLVED - NO CHARGES (offender known) 3 ☐ SOLVED - CHARGES LAID (offender known) 4 ☐ SOLVED - CONVICTION (offender known) 5 ☐ SOLVED - ACQUITTAL (insufficient evidence for conviction)	

CLASSIFICATION

From the categories below, choose the ONE described in this VICLAS report.

MURDER

- | | | |
|--|--|--|
| 1 ☐ Confirmed murder, victim identified | 2 ☐ Confirmed murder, victim unidentified | 3 ☐ Attempted murder |
| 4 ☐ Manslaughter | 5 ☐ Infanticide | 6 ☐ Sudden death - possible foul play |
| 7 ☐ Missing person - possible foul play | 88 ☐ Other - describe | |

Based on your experience and the results of this investigation, check possible motives:

- | | | |
|--|--|---|
| 1 ☐ Sexual assault | 2 ☐ Robbery | 3 ☐ Burglary |
| 4 ☐ Arson | 5 ☐ Kidnap for sexual purpose | 6 ☐ Revenge |
| 7 ☐ Organized crime - specify | | 8 ☐ Domestic murder |
| 9 ☐ Youth gang - specify | | 10 ☐ Drug related |
| 11 ☐ Financial gain | 12 ☐ Child abuse | 13 ☐ Crime concealment |
| 14 ☐ Thrill kill | 15 ☐ Obstruct justice | 16 ☐ Altercation |
| 17 ☐ Torture | 88 ☐ Other - describe | |
| 99 ☐ Unknown/no apparent reason | | |

DATE AND TIME PARAMETERS

OFFENCE OCCURRED:

☐ Daylight	ON/BETWEEN	AND
☐ Darkness	3 DATE Y M D	4 TIME H M
☐ Unknown	5 DATE Y M D	6 TIME H M

VICTIM INFORMATION

PRIVACY STATEMENT: For the purpose of the provisions of the Privacy Act and Access to Information legislation, all information provided to VICLAS is done so "IN CONFIDENCE".

27	This is victim number _____ of _____ victim(s) in this incident.	
28	Status of this victim:	
	1 ☐ Deceased - identified	2 ☐ Deceased - unidentified
	3 ☐ Survivor of attack	4 ☐ Missing
29	NAME (Surname, Given 1, Given 2)	
30	ALIASES including maiden name and prior married names	
31	SEX	
	1 ☐ Male	2 ☐ Female
		99 ☐ Unknown
32	RACE	
	1 ☐ Black	2 ☐ White
	3 ☐ Aboriginal/Metis	4 ☐ Oriental/Asian
	5 ☐ East Indian	6 ☐ Hispanic
	88 ☐ Other	99 ☐ Unknown
33	DATE OF BIRTH	34 AGE, or best estimate at time of incident:
	1 Y M D	1 yrs.
	99 ☐ Unknown	99 ☐ Unknown
35	FPS NUMBER	36 EXACT STREET ADDRESS AT TIME OF OFFENCE
37	CITY	38 PROVINCE / STATE
		39 POSTAL CODE
		40 TELEPHONE NUMBER
		()

OFFENDER INFORMATION

As used in this VICLAS report, offender(s) is(are) the person(s) believed to be responsible for the commission of the crime.

60 This is offender number _____ of _____ offender(s) in this incident.	
61 This offender is (check one only)	
1 ☐ Known	2 ☐ Deceased
3 ☐ Unidentified - description available	
99 ☐ Unknown - no description - go to question 120	
62 NAME (Surname, Given 1, Given 2)	
63 SEX	
1 ☐ Male	2 ☐ Female
99 ☐ Unknown	
64 RACE	
1 ☐ Black	2 ☐ White
3 ☐ Aboriginal/Metis	4 ☐ Oriental/Asian
5 ☐ East Indian	6 ☐ Hispanic
88 ☐ Other	99 ☐ Unknown
65 DATE OF BIRTH	66 AGE, or best estimate at time of incident:
1 Y M D	1 yrs.
99 ☐ Unknown	99 ☐ Unknown
67 FPS number	68 ALIAS(ES) including maiden name and prior married names
69 EXACT STREET ADDRESS AT TIME OF OFFENCE	
70 CITY	71 PROVINCE/STATE
72 COUNTRY	73 POSTAL CODE
74 TELEPHONE NUMBER	

PHYSICAL DESCRIPTION AT TIME OF OFFENCE

HEIGHT, or best estimate:				
From:	☐ cms. ft. in.	2 To:	☐ cms. ft. in.	99 ☐ Unknown
WEIGHT, or best estimate:				
From:	☐ kgs. lbs.	2 To:	☐ kgs. lbs.	99 ☐ Unknown
BUILD (check one only)				
☐ Small (thin)	2 ☐ Medium (average)	3 ☐ Large (stocky)		
☐ Obese	99 ☐ Unknown			
HAIR LENGTH				
☐ Balding	2 ☐ Bald or shaved	3 ☐ Shorter than collar length		
☐ Collar length	5 ☐ Shoulder length	6 ☐ Longer than shoulder length		
☐ Unknown				
DOMINANT HAIR COLOUR (check one only)				
☐ Gray and/or White	2 ☐ Blonde	3 ☐ Red		
☐ Brown	5 ☐ Black	88 ☐ Other - describe		
☐ Unknown				
FACIAL HAIR				
☐ Not applicable (female/immature male)	2 ☐ Clean Shaven	3 ☐ Unshaven (stubble)		
☐ Moustache (generic)	5 ☐ Goatee	6 ☐ Long sideburns		
☐ Beard (generic)	8 ☐ Stained	9 ☐ Beard - no moustache		
☐ Under lower lip	11 ☐ Neatly trimmed beard	12 ☐ Fu Man Chu moustache		
☐ Handlebar moustache	14 ☐ Pencil moustache	15 ☐ "Hitler" moustache		
☐ Unkept beard or moustache	88 ☐ Other - specify	99 ☐ Unknown		

VEHICLE DESCRIPTION

Complete vehicle information if:
Vehicle was used by the offender in this incident i.e. used to transport victim to scene or used by offender to flee scene;
Vehicle is a missing person case and the vehicle is missing;
Vehicle is an unidentified body case and a vehicle has been connected with the body; or
Vehicle is in any way significant in this case.

Is vehicle known to have been used in this incident?				
☐ Yes	2 ☐ Yes - no further information - Go to question 150	3 ☐ No - go to question 150		
How is vehicle would normally be described as being				
☐ Passenger car	2 ☐ Van	3 ☐ Pick-up truck		
☐ Truck	5 ☐ "Jeep" type, i.e. Bronco	6 ☐ Recreational vehicle/Camper		
☐ Tractor/Trailer	8 ☐ Boat	9 ☐ Motorcycle		
☐ Aircraft	88 ☐ Other - specify	99 ☐ Unknown		
125 MAKE	126 MODEL	127 VEHICLE YEAR	128 LICENSE NUMBER	129 PROVINCE/STATE
COLOUR				
1	2	3		

MURDER/MAJOR ASSAULT SCENE

150 Was the site of the offender's initial contact with the victim the same as the murder or major assault/sex assault site?

- 1 ☐ YES 2 ☐ No 3 ☐ Unable to determine
4 ☐ Murder/major assault scene unknown

152 Actual address of the murder/major assault scene or best means of locating scene:

APT. NUMBER STREET NO. STREET NAME CITY/MUNICIPALITY PROVINCE/STATE POSTAL CODE/ZIP

153 Were there multiple sexual assault sites?

- 1 ☐ Yes, list 2 ☐ No 99 ☐ Unknown

154 The murder/major assault scene was:

- 1 ☐ Indoors 2 ☐ Outdoors 99 ☐ Unknown

176 If the body was discovered in water, was it weighted down?

- 1 ☐ Yes - describe 2 ☐ No 99 ☐ Unknown

OFFENDER/VICTIM RELATIONSHIP

177 How was the offender related to the victim? i.e. The offender was the victim's doctor.

- | | | |
|---|---|---|
| 1 ☐ Stranger | 2 ☐ Spouse | 3 ☐ Ex-spouse |
| 4 ☐ Girlfriend/Boyfriend | 5 ☐ Ex-girlfriend/Ex-boyfriend | 6 ☐ Employee |
| 7 ☐ Employer | 8 ☐ Friend - long-term | 9 ☐ Acquaintance |
| 10 ☐ Relative - specify | 11 ☐ Customer/Client | 12 ☐ Parent |
| 13 ☐ Teacher | 14 ☐ Doctor | 15 ☐ Lawyer |
| 16 ☐ Student | 17 ☐ Patient | 18 ☐ Client |
| 19 ☐ Clergy | 20 ☐ Community volunteer | 21 ☐ Neighbour |
| 22 ☐ Daycare/Babysitter | 99 ☐ Unknown | |

178 Length of relationship

YEARS MONTHS DAYS HOURS 1 ☐ Not Applicable

179 How would you rate the offender's selection of the victim:

- 1 ☐ Victim targeted - pre-planned 2 ☐ Opportunistic 88 ☐ Other - specify
99 ☐ Unable to determine

WEAPONS

24 Type of weapon used

A - STABBING OR CUTTING

- | | | |
|--|--|--|
| 1 ☐ Knife (generic) | 2 ☐ Hunting knife | 3 ☐ Folding knife |
| 4 ☐ Kitchen knife | 5 ☐ Ice pick | 6 ☐ Screwdriver |
| 7 ☐ Razor/razor blade | 8 ☐ Axe/Hatchet | 9 ☐ Sword |
| 10 ☐ Machete | 11 ☐ Melon knife | 88 ☐ Other - describe _____ |
| 99 ☐ Unknown | | |

B - BLUDGEONING

- | | | |
|-----------------------------------|--|-------------------------------------|
| 1 ☐ Hammer | 2 ☐ Tire iron | 3 ☐ Club |
| 4 ☐ Stick | 5 ☐ Ball bat | 6 ☐ Rock |
| 7 ☐ Bottle | 88 ☐ Other - describe _____ | 99 ☐ Unknown |

C - FIREARM

- | | | |
|-------------------------------------|---|---|
| 1 ☐ Shotgun | 2 ☐ Rifle | 3 ☐ Pistol |
| 4 ☐ Revolver | 5 ☐ Military rifle e.g. AK-47, AR-15, etc. | 6 ☐ Zip gun e.g. home-made |
| 7 ☐ Replica | 88 ☐ Other - describe _____ | 99 ☐ Unknown |

D - LIGATURE

- | | | |
|--|--|---|
| 1 ☐ Rope/cord | 2 ☐ Belt | 3 ☐ Neck tie |
| 4 ☐ Sock(s) | 5 ☐ Nylons | 6 ☐ Pantyhose |
| 7 ☐ Scarf | 8 ☐ Wire | 9 ☐ Telephone cord |
| 10 ☐ Electrical cord | 11 ☐ Shoe laces | 12 ☐ Zap straps |
| 88 ☐ Other - describe _____ | | 99 ☐ Unknown |

E - PROJECTILES

- | | | |
|--|--|---|
| 1 ☐ Bow and arrow | 2 ☐ Crossbow | 3 ☐ Thrown Spear/Javelin |
| 4 ☐ Speargun | 5 ☐ Dart | 6 ☐ Sling-shot |
| 7 ☐ Shuriken (star) | 8 ☐ Thrown knife | 9 ☐ Thrown rock |
| 10 ☐ Blow gun | 88 ☐ Other - describe _____ | 99 ☐ Unknown |

F - STUN WEAPONS

- | | | |
|--|--|--|
| 1 ☐ Mace/Pepper spray, etc. | 2 ☐ Electric (Taser, cattle prod, stun gun) | 88 ☐ Other - describe _____ |
|--|--|--|

RESTRAINTS USED ON VICTIM

32 Did the offender use restraints on the victim?

- 1 ☐ Yes 2 ☐ No

AUSE OF DEATH AND/OR TRAUMA

45 Medical Examiner's or Coroner's official cause of death

246 Offender's INTENDED trauma to the victim		1 = BEFORE DEATH	2 = AFTER DEATH	3 = BOTH	4 = UNKNOWN
1	Gunshot wound(s)	☐ 1	☐ 2	☐ 3	☐ 4
2	Stab wound(s)	☐ 1	☐ 2	☐ 3	☐ 4
3	Cutting or incised wound(s)	☐ 1	☐ 2	☐ 3	☐ 4
4	Blunt force injury	☐ 1	☐ 2	☐ 3	☐ 4
5	Explosive trauma	☐ 1	☐ 2	☐ 3	☐ 4
6	Smothering	☐ 1	☐ 2	☐ 3	☐ 4
7	Airway occlusion (internal)	☐ 1	☐ 2	☐ 3	☐ 4
8	Torso compression	☐ 1	☐ 2	☐ 3	☐ 4
9	Hanging	☐ 1	☐ 2	☐ 3	☐ 4
10	Drowning	☐ 1	☐ 2	☐ 3	☐ 4
11	Burns (fire)	☐ 1	☐ 2	☐ 3	☐ 4
12	Burns (chemical)	☐ 1	☐ 2	☐ 3	☐ 4
88	Other, specify:	☐ 1	☐ 2	☐ 3	☐ 4
13	Burns (scalding)	☐ 1	☐ 2	☐ 3	☐ 4
14	Hypothermia or exposure	☐ 1	☐ 2	☐ 3	☐ 4
15	Malnutrition or dehydration	☐ 1	☐ 2	☐ 3	☐ 4
16	Electrocution	☐ 1	☐ 2	☐ 3	☐ 4
17	Crushing injury	☐ 1	☐ 2	☐ 3	☐ 4
18	Undetermined	☐ 1	☐ 2	☐ 3	☐ 4
19	Strangulation (choose one)				
a	Manual	☐ 1	☐ 2	☐ 3	☐ 4
b	Ligature	☐ 1	☐ 2	☐ 3	☐ 4
c	Undetermined	☐ 1	☐ 2	☐ 3	☐ 4
20	Poisoned, specify:	☐ 1	☐ 2	☐ 3	☐ 4
21	None	☐ 1	☐ 2	☐ 3	☐ 4

249 Is there evidence of blunt trauma facial injury?

1 ☐ No

2 ☐ Yes, complete the following chart.

LOCATION	INJURY CATEGORY		
	SOFT TISSUE (SWELLING / BRUISING)	LACERATION (CUTS / SCRAPES)	FRACTURE
NOSE			
EYES			
LIPS/TEETH			
CHEEK (specify left/right/both)			
CHIN (specify left/right/both)			

250 Degree of facial injury

1 ☐ Extreme - crushed, distorted

2 ☐ Major - multiple fractures

3 ☐ Minor - bruising and swelling only

251 Estimated number of blows to face

1 ☐ 1 to 5

2 ☐ 6 to 15

3 ☐ more than 15

253 Did the offender bite the victim?

1 ☐ Yes

2 ☐ No

99 ☐ Unknown

255 Was the victim dismembered?

1 ☐ Yes

2 ☐ No

NARRATIVE SUMMARY

- 262 Give a brief summary of this case so the reader will have a general overview of the most unusual characteristics, and of the sequence of events. Also, include any details you feel are important, but have not been previously addressed. Attach paper with additional details if required.

LIST KEY FACT/HOLD BACK EVIDENCE that you *DO NOT* want released and highlight all such information on the form

APPENDIX SEVEN

PRO FORMA DOCUMENT

1 DATE INCIDENT WAS REPORTED BY VICTIM:

2 NAME: SURNAME:

3 MAIDEN NAME/NAMES:

4 OTHER NAMES (e.g. nicknames, aliases etc):

5 SEX: ☐ Male
 ☐ Female

6 AGE:

7 DATE OF BIRTH:

8 PLACE OF BIRTH:

9 NATIONALITY: 10 HOME LANGUAGE:

11 IDENTITY NUMBER:

12 RESIDENTIAL ADDRESS:

POSTAL ADDRESS:

.....

.....

.....

.....

.....

.....

.....

.....

13 CONTACT NUMBERS:

Telephone: ().....(H)

 ().....(W)

Cell Number:

Fax Number:

E-mail address:

14 OCCUPATION:

15 PLACE OF EMPLOYMENT:

16 IF THE VICTIM GOES TO SCHOOL, WHAT SCHOOL DOES SHE GO TO?

.....

17 IF THE VICTIM GOES TO SCHOOL, WHAT GRADE IS SHE IN?

.....

18 FULLY DESCRIBE THE VICTIM:

Race

Eye colour

Hair colour

Facial features (e.g. high cheekbones, large nose etc)

.....

Height

Weight

Build:

☐ Small

☐ Medium

☐ Large

Distinguishing features. Specify (e.g. scars, tattoos, freckles):

.....

Disfigurement/disability. Specify (e.g. limp, nervous twitch, missing limb, speech impediment etc):

Is this disfigurement a result of the assault?

☐ Yes

☐ No

19 FULLY DESCRIBE THE VICTIM'S INJURIES AS A RESULT OF THE ATTACK:

20 FULLY DESCRIBE THE VICTIM'S CLOTHING (note the state of the clothes, e.g. if they are torn etc):

21 ARE THESE THE SAME CLOTHES THE VICTIM WAS WEARING BEFORE THE ASSAULT TOOK PLACE?

☐ Yes

☐ No

If "No", fully describe the clothes the victim was wearing before the assault occurred - when the perpetrator first approached the victim

22 WAS THE VICTIM'S EMOTIONAL STATE WHEN REPORTING THE ASSAULT:

- ☐ Nervous/anxious
- ☐ Calm/relaxed
- ☐ Crying
- ☐ Emotionally detached (e.g. shows no emotion when talking about the incident)
- ☐ Angry
- ☐ Scared
- ☐ Relieved
- ☐ Other. Specify

23 WHEN THE VICTIM REPORTED THE ASSAULT, WAS SHE:

- ☐ Drunk
- ☐ Mentally retarded
- ☐ Under the influence of drugs
- ☐ Mentally disturbed (e.g. psychotic)
- ☐ Other. Specify

24 DAY THE INCIDENT OCCURRED:

- | | | | |
|------------------------------|--------------------------------|---------------------------------|--------------------------------|
| ☐ Monday | ☐ Tuesday | ☐ Wednesday | ☐ Thursday |
| ☐ Friday | ☐ Saturday | ☐ Sunday | |

25 DATE THE INCIDENT OCCURRED:

26 TIME THE INCIDENT OCCURRED:

How did the victim know what time it was?

27 WHAT WERE THE WEATHER CONDITIONS DURING THE INCIDENT?

- ☐ Hot
- ☐ Very hot
- ☐ Warm
- ☐ Foggy/misty
- ☐ Rainy/Stormy
- ☐ Cold
- ☐ Very cold
- ☐ Other. Specify

28 WAS THERE MORE THAN ONE VICTIM?

☐ Yes

☐ No

If "Yes":

How many?

Names:

Addresses:

.....

.....

Contact numbers:

Describe the other victims (e.g. age, appearance, clothing etc):

.....

.....

.....

29 THIS IS VICTIM NUMBER OF VICTIM/S IN THIS INCIDENT

30 GIVE DETAILS OF WHAT THE VICTIM WAS DOING BEFORE THE INCIDENT OCCURRED:

.....

.....

.....

31 DESCRIBE ANY ROUTE THE VICTIM TOOK PRIOR TO THE INCIDENT: (If victim was on her way somewhere, please include details on where she was going and where she had come from)

.....

.....

.....

32 WHERE DID THE INCIDENT OCCUR?

- ☐ At the victim's residence
- ☐ At a friend's residence
- ☐ At the victim's work place
- ☐ Outside (e.g. veld, garden, alley, street, park). Specify
- ☐ At school (e.g. classroom, toilets, playground). Specify
- ☐ At perpetrator's work place
- ☐ At perpetrator's residence
- ☐ In perpetrator's vehicle
- ☐ In victim's vehicle
- ☐ Other. Specify

33 IF THE INCIDENT OCCURRED AT THE PERPETRATOR'S RESIDENCE OR WORK PLACE, PROVIDE ADDRESSES IF POSSIBLE:

.....

.....

.....

34 WHAT IS THE LOCATION OF THE CRIME SCENE IN RELATION TO THE VICTIM'S PLACE OF RESIDENCE? (May use sketch plans - include distances)

.....

- 35 WHAT IS THE LOCATION OF THE CRIME SCENE IN RELATION TO THE VICTIM'S DESTINATION AT THE TIME OF THE INCIDENT? (May use sketch plans - include distances).....
.....
.....
- 36 DESCRIBE THE SCENE OF THE CRIME PRIOR TO THE INCIDENT: (It may be useful to suggest that the victim use sketch plans to detail the layout of the crime scene)
.....
.....
.....
- 37 WHERE DID THE PERPETRATOR FIRST APPROACH THE VICTIM?
.....
- 38 IF THIS IS DIFFERENT TO THE PLACE WHERE THE CRIME OCCURRED, WHAT IS THE LOCATION OF THE CRIME SCENE IN RELATION TO THE PLACE WHERE THE PERPETRATOR FIRST APPROACHED THE VICTIM? (May use sketch plans - include distances)
.....
.....
.....
.....

39 HOW DID THE PERPETRATOR FIRST APPROACH THE VICTIM?

- ☐ Surprise/blitz attack
- ☐ Engage victim in conversation/act friendly. Specify (using the perpetrator's exact words if the victim is able to remember them)
-
- ☐ Disguise/pretend he was someone else. Specify who
- ☐ In a social situation (e.g. party). Specify
- ☐ Ask for something, (e.g. directions or a lift). Specify
- ☐ Offer the victim a lift somewhere
- ☐ Drag the victim into his vehicle
- ☐ Drag the victim out of her vehicle
- ☐ Threaten or blackmail or bribe the victim. Specify (using the perpetrator's exact words if the victim is able to remember them)
-
- ☐ Invite victim to go with him/suggest victim meet him somewhere. Specify (using the perpetrator's exact words if the victim is able to remember them)
- ☐ Followed the victim
- ☐ Broke into victim's home
- ☐ Other. Specify

40 DID THE PERPETRATOR HAVE A VEHICLE?

- ☐ Yes
- ☐ No
- ☐ Unknown

41 IF THE PERPETRATOR HAD A VEHICLE, FULLY DESCRIBE THE VEHICLE:

Was the vehicle:

- ☐ Car
- ☐ Bakkie/van
- ☐ Truck
- ☐ Motorcycle
- ☐ Station wagon
- ☐ Convertible (e.g. it had no roof)
- ☐ Sports car
- ☐ Combi
- ☐ Other. Specify

Was the vehicle:

- ☐ Less than six months old
- ☐ Approximately two years old
- ☐ Approximately five years old
- ☐ Ten years old or more
- ☐ Unknown

Make of vehicle:

Colour of vehicle:

Registration Number of vehicle:

42 DID THE VICTIM RIDE IN THE PERPETRATOR'S VEHICLE?

- ☐ Yes
- ☐ No

43 EXACTLY HOW WAS THE PERPETRATOR'S VEHICLE INVOLVED IN THE CRIME?

- ☐ Perpetrator offered victim a lift
- ☐ It was used to transport the victim to the scene of the crime
- ☐ Vehicle was the crime scene
- ☐ Perpetrator took victim home after the attack
- ☐ Perpetrator drove victim around in his car
- ☐ The vehicle was not involved in the crime at all
- ☐ The perpetrator used the vehicle to escape the crime scene after the attack
- ☐ Other. Specify

44 WERE THERE ANY DISTINGUISHING FEATURES ABOUT THE VEHICLE?

- ☐ Scratches
- ☐ Dents
- ☐ Broken lights
- ☐ Other evidence of an accident. Specify
- ☐ Different colour paint. Specify
- ☐ It smelt strange. Specify
- ☐ Seats were torn
- ☐ Unknown
- ☐ Other. Specify

45 DOES THE VICTIM HAVE A VEHICLE?

- ☐ Yes ☐ No

46 IF THE VICTIM HAD A VEHICLE, DESCRIBE THE VEHICLE:

Was the vehicle:

- ☐ Car
☐ Bakkie/van
☐ Truck
☐ Motorcycle
☐ Station wagon
☐ Convertible (e.g. it had no roof)
☐ Sports car
☐ Combi
☐ Other. Specify

Was the vehicle:

- ☐ Less than six months old
☐ Approximately two years old
☐ Approximately five years old
☐ Ten years old or more
☐ Unknown

Make of vehicle:

Colour of vehicle:

Registration Number of vehicle:

47 WERE THERE ANY DISTINGUISHING FEATURES ABOUT THE VEHICLE?

- ☐ Scratches
☐ Dents
☐ Broken lights
☐ Other evidence of an accident. Specify
☐ Different colour paint. Specify
☐ Seats were torn
☐ Unknown
☐ Other. Specify

48 EXACTLY HOW WAS THE VICTIM'S VEHICLE INVOLVED IN THE CRIME?

- ☐ Victim offered perpetrator a lift
- ☐ It was used to transport the perpetrator and the victim to the scene of the crime
- ☐ Vehicle was the crime scene
- ☐ Perpetrator took victim home after the attack in the victim's car
- ☐ Perpetrator drove victim around in her car
- ☐ The vehicle was not involved in the crime at all
- ☐ The perpetrator used the vehicle to escape the crime scene after the attack
- ☐ Other. Specify

49 WAS THE PERPETRATOR'S APPROACH VIOLENT?

- ☐ Yes
- ☐ No

If "Yes", give details

50 HOW DID THE PERPETRATOR MANAGE TO CONTROL THE VICTIM?

- ☐ Physical force
- ☐ Weapon
- ☐ Threats/Blackmail
- ☐ Bribery
- ☐ Restraints (e.g. bondage)
- ☐ Other. Specify

51 IF THE PERPETRATOR USED PHYSICAL FORCE TO CONTROL THE VICTIM, GIVE DETAILS OF THIS:

52 IF A WEAPON WAS INVOLVED, WHICH OF THE FOLLOWING WEAPONS DID THE PERPETRATOR USE DURING THE INCIDENT?

- ☐ Gun/firearm
- ☐ Knife or other sharp instrument (e.g.razor). Specify
- ☐ Blunt object (e.g. hammer, club, baton, rock, branch). Specify
- ☐ Manual strangulation
- ☐ Ligature (e.g. cloth, clothing of victim, rope, wire etc). Specify
- ☐ Other. Specify

53 THE WEAPON WAS:

- ☐ Brought to the scene by the perpetrator
- ☐ Found at the scene by the perpetrator
- ☐ Obtained/wrestled from the victim
- ☐ Unknown
- ☐ Other. Specify

54 IF THE WEAPON WAS FOUND AT THE SCENE BY THE PERPETRATOR, DID THE WEAPON BELONG TO THE VICTIM?

- ☐ Yes
- ☐ No

If "No", give details of who the weapon belonged to

55 WHAT HAPPENED TO THE WEAPON?

- ☐ The perpetrator took it
- ☐ Removed from crime scene
- ☐ Left at crime scene
- ☐ Unknown
- ☐ Other. Specify

56 IF THE WEAPON WAS REMOVED FROM THE CRIME SCENE, WHO REMOVED IT?

57 DID THE PERPETRATOR MAKE MENTION OF ANY OTHER WEAPONS DURING THE INCIDENT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes", please give details (e.g. what weapons were mentioned, in what context were they mentioned etc - use the perpetrator's exact words if the victim can remember them.)

58 IF THE PERPETRATOR USED RESTRAINTS TO CONTROL THE VICTIM, DESCRIBE THE RESTRAINTS:

- ☐ Handcuffs
☐ Rope
☐ Chain
☐ Tape
☐ Clothing (e.g. belt)
☐ Blindfold
☐ Gag
☐ Chemical drugs, specify (e.g. alcohol, medicine, drugs etc). Specify
☐ Other. Specify

59 THE RESTRAINTS WERE:

- ☐ Brought to the scene by the perpetrator
☐ Found at the scene by the perpetrator
☐ Obtained/wrestled from the victim
☐ Unknown
☐ Other, specify

60 IF THE RESTRAINTS WERE FOUND AT THE SCENE BY THE PERPETRATOR, DID THE RESTRAINTS BELONG TO THE VICTIM?

- ☐ Yes ☐ No

If "No", give details of who they belonged to

61 WHAT HAPPENED TO THE RESTRAINTS?

- ☐ The perpetrator took them
☐ Left at crime scene
☐ Removed from crime scene
☐ Left on victim
☐ Unknown
☐ Other. Specify

62 IF THE RESTRAINTS WERE REMOVED FROM THE CRIME SCENE, WHO REMOVED THEM?

.....

63 FULLY DESCRIBE THE PERPETRATOR:

Race

Eye colour

Hair colour

Facial features (e.g. high cheekbones, large nose etc)

.....

Height

Weight

Build:

☐ Small

☐ Medium

☐ Large

Distinguishing features. Specify (e.g. scars, tattoos, freckles):

.....

Disfigurement/disability. Specify (e.g. limp, nervous twitch, missing limb, speech impediment etc):

.....

Clothing (include what the perpetrator was not wearing, e.g. a jacket even though it was cold)

.....

Other. Specify

64 DID THE PERPETRATOR HAVE AN ACCENT?

☐ Yes

☐ No

☐ Unknown

If "Yes", specify

65 DID THE PERPETRATOR TALK IN A LANGUAGE THAT WAS FAMILIAR TO THE VICTIM?

☐ Yes

☐ No

Specify the language

66 WHAT IS THE RELATIONSHIP BETWEEN THE VICTIM AND THE PERPETRATOR?

☐ Boyfriend

☐ Ex-boyfriend

☐ Husband

☐ Ex-husband

☐ Friend

☐ Acquaintance (e.g. a friend of a friend, a friend of a sibling etc). Specify

☐ Neighbour

☐ Work colleague

☐ Have seen the perpetrator somewhere

☐ No relationship (that is the perpetrator is unknown to the victim - a stranger)

☐ Other, specify

67 WAS THERE MORE THAN ONE PERPETRATOR?

☐ Yes

☐ No

If "Yes", how many?

Fully describe all the perpetrators in terms of the above criteria: (e.g. race, height, weight, build, hair colour, eye colour etc)

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.....

68 WHAT WAS THE ROLE OF EACH PERPETRATOR?

.....

.....

.....

69 WHAT IS THE RELATIONSHIP BETWEEN THE VICTIM AND EACH OF THE PERPETRATORS?

- ☐ Boyfriend
- ☐ Ex-boyfriend
- ☐ Friend
- ☐ Husband
- ☐ Ex-husband
- ☐ Acquaintance (e.g. a friend of a friend, a friend of a sibling etc) Specify
- ☐ Neighbour
- ☐ Work colleague
- ☐ Have seen the perpetrator somewhere
- ☐ No relationship (that is the perpetrator is unknown to the victim - a stranger) Specify
- ☐ Other, specify

70 WOULD THE VICTIM BE ABLE TO RECOGNISE THE SUSPECT AGAIN?

- ☐ Yes ☐ No ☐ Unknown

71 DID THE PERPETRATOR DRESS IN A SPECIAL WAY FOR THE ASSAULT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes", please specify

.....

.....

.....

72 WHICH OF THE FOLLOWING ACTS WERE COMMITTED BY THE PERPETRATOR?

- ☐ Touching/Fondling. Where, specify
- ☐ Kissing. Where, specify
- ☐ Oral sex - cunnilingus
- ☐ Oral sex - anulingus
- ☐ Anal sex/Sodomy
- ☐ Vaginal sex
- ☐ Digital penetration (manipulation of the anus or vagina by fingers)
- ☐ Urination (e.g. did perpetrator urinate on victim?)
- ☐ Defecation (e.g. did perpetrator defecate on victim?)
- ☐ Masturbation (e.g. did perpetrator masturbate on victim?) Specify
- ☐ Bestiality (e.g. did perpetrator commit a sexual act with an animal?) Specify
- ☐ Beating
- ☐ Burning
- ☐ Whipping
- ☐ Biting
- ☐ Twisting breasts
- ☐ Asphyxiation until the victim becomes unconscious
- ☐ Painful bondage
- ☐ Cutting
- ☐ Voyeurism (e.g. watching victim masturbate) Specify
- ☐ Other. Specify

73 DID THE PERPETRATOR CONSUME ANY DRUGS, MEDICINES OR ALCOHOL AT ANY STAGE DURING THE INCIDENT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes", give details

74 WHICH OF THE FOLLOWING ACTS DID THE PERPETRATOR FORCE THE VICTIM TO PERFORM?

- ☐ Touching/Fondling. Where, specify
- ☐ Kissing. Where, specify
- ☐ Oral sex - fellatio
- ☐ Oral sex - anulingus
- ☐ Digital penetration (manipulation of the anus or vagina by fingers)
- ☐ Urination (e.g. did perpetrator urinate on victim?)
- ☐ Defecation (e.g. did perpetrator defecate on victim?)
- ☐ Masturbation (e.g. did perpetrator masturbate on victim?) Specify
- ☐ Bestiality (e.g. did perpetrator commit a sexual act with an animal?) Specify
- ☐ Voyeurism (e.g. watching victim masturbate) Specify
- ☐ Forced to consume drugs or alcohol. Specify
- ☐ Being raped by other men. Specify
- ☐ Other. Specify

75 DID THE VICTIM GIVE THE PERPETRATOR PERMISSION OR CONSENT TO COMMIT ANY OF THE ABOVE ACTS AGAINST HER?

- ☐ Yes ☐ No

76 DID THE PERPETRATOR REVEAL A FETISH? (e.g. show a special attraction for a particular object, request certain objects - clothing, perfume etc)

- ☐ Yes ☐ No ☐ Unknown

If "Yes", give details (use the perpetrator's exact words if the victim can remember them)

77 DID THE PERPETRATOR USE ANY FOREIGN OBJECTS DURING THE ASSAULT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes", give details of the objects used

78 IF THE PERPETRATOR USED FOREIGN OBJECTS, GIVE DETAILS OF HOW THESE WERE USED:

- ☐ Inserted in the victim's vagina
- ☐ Inserted in the victim's anus
- ☐ Inserted in the victim's mouth
- ☐ Other. Specify

79 THE FOREIGN OBJECTS WERE:

- ☐ Brought to the scene by the perpetrator
- ☐ Found at the scene by the perpetrator
- ☐ Obtained/wrestled from the victim
- ☐ Unknown
- ☐ Other. Specify

80 IF THE FOREIGN OBJECTS WERE FOUND AT THE SCENE BY THE PERPETRATOR, DID THEY BELONG TO THE VICTIM?

- ☐ Yes
- ☐ No

If "No", give details of who the foreign objects belonged to

81 WHAT HAPPENED TO THESE FOREIGN OBJECTS?

- ☐ The perpetrator took them
- ☐ They were left at the crime scene
- ☐ They were removed from crime scene
- ☐ Other. Specify

82 IF THE FOREIGN OBJECTS WERE REMOVED FROM THE CRIME SCENE, WHO REMOVED THEM?

83 DID THE PERPETRATOR FORCE THE VICTIM TO UNDRESS?

- ☐ Yes
- ☐ No

84 DID THE PERPETRATOR WATCH THE VICTIM UNDRESS?

- ☐ Yes
- ☐ No

85 DID THE PERPETRATOR UNDRESS THE VICTIM?

- ☐ Yes
- ☐ No

86 HOW FAR DID THE VICTIM UNDRESS?

- ☐ Completely naked
- ☐ Only underwear was removed (e.g. panties and bra)
- ☐ Only some items of clothing were removed. Specify
- ☐ Other. Specify

87 DID THE PERPETRATOR FORCE THE VICTIM TO REMOVE HER CLOTHES IN ANY PARTICULAR ORDER?

☐ Yes

☐ No

If "Yes", in what order were the items of clothing removed?

.....

88 WHERE WERE THE REMOVED ITEMS OF CLOTHING PLACED?

89 WHAT HAPPENED TO THE REMOVED ITEMS OF CLOTHING?

☐ The victim is wearing them

☐ The perpetrator took them

☐ They were left at the crime scene

☐ They were removed from the crime scene

☐ Unknown

☐ Other. Specify

90 IF THE ITEMS OF CLOTHING WERE REMOVED FROM THE CRIME SCENE, WHO REMOVED THEM?

.....

91 DID THE PERPETRATOR FORCE THE VICTIM TO DRESS IN ANY SPECIFIC ITEMS OF CLOTHING?

☐ Yes

☐ No

If "Yes", give details as to what these items of clothing were

.....

.....

92 THE ITEMS OF CLOTHING THE PERPETRATOR FORCED THE VICTIM TO WEAR WERE:

☐ Brought to the scene by the perpetrator

☐ Found at the scene by the perpetrator

☐ Obtained from the victim

☐ Unknown

☐ Other. Specify

93 IF THESE ITEMS OF CLOTHING WERE FOUND AT THE SCENE BY THE PERPETRATOR, DID THEY BELONG TO THE VICTIM?

- ☐ Yes ☐ No

If "No", give details of who they belonged to

94 WHAT HAPPENED TO THESE ITEMS OF CLOTHING?

- ☐ The victim is wearing them
☐ The perpetrator took them
☐ Left at crime scene
☐ Removed from crime scene
☐ Unknown
☐ Other. Specify

95 DID THE PERPETRATOR UNDESS?

- ☐ Yes ☐ No ☐ Unknown

96 DID THE PERPETRATOR FORCE THE VICTIM TO UNDESS HIM?

- ☐ Yes ☐ No

97 IF THE PERPETRATOR DID UNDESS, HOW FAR DID HE UNDESS?

- ☐ Completely naked
☐ Only underwear was removed
☐ Only some items of clothing were removed. Specify
☐ Unknown
☐ Other. Specify

98 IN WHAT ORDER DID THE PERPETRATOR REMOVE HIS CLOTHES?

.....
.....

99 WHERE WERE THE REMOVED ITEMS OF CLOTHING PLACED?

.....

100 WHAT HAPPENED TO THE PERPETRATOR'S CLOTHES THAT HE HAD REMOVED?

- ☐ The perpetrator put them back on
- ☐ Left at the crime scene
- ☐ Removed from the crime scene
- ☐ Discarded. Specify where
- ☐ Unknown
- ☐ Other. Specify

101 IF THE PERPETRATOR'S CLOTHES WERE REMOVED FROM THE CRIME SCENE, WHO REMOVED THEM?

.....

102 GIVE DETAILS OF THE POSITION OF THE BODIES DURING THE SEXUAL ACT/S: (e.g. lying down, sitting, standing up etc)

Position of bodies

Position of arms

Position of legs

103 WHERE DID THE ASSAULT OCCUR?

- ☐ Bed
- ☐ Floor
- ☐ Sofa
- ☐ Car seat. Specify which one.....
- ☐ Against a wall
- ☐ Other. Specify

104 DID THE PERPETRATOR FORCE THE VICTIM INTO A PARTICULAR SEXUAL OR PHYSICAL POSITION?

- ☐ Yes
- ☐ No

If "Yes", give details of the position

.....

105 DID THE PERPETRATOR GIVE THE VICTIM OPTIONS IN TERMS OF THE SEXUAL ACT OR POSITION?

☐ Yes

☐ No

If "Yes", give details of the options

106 DID THE PERPETRATOR RECORD THE SEXUAL ACTS HE ENGAGED IN WITH THE VICTIM:

☐ Yes

☐ No

☐ Unknown

If "Yes", how did the perpetrator record the acts:

☐ Writing

☐ Drawing pictures/Sketches

☐ Audio/Tape recording

☐ Video recording

☐ Photographs

☐ Computer

☐ Other. Specify

107 DID THE PERPETRATOR COMMIT MORE THAN ONE SEXUAL ACT WITH THE VICTIM?

☐ Yes

☐ No

If "Yes", give details of the sexual acts including the sexual positions

108 IN WHAT ORDER WERE THE SEXUAL ACTS COMMITTED?

109 DESCRIBE THE PERPETRATOR'S PENIS: (e.g. any distinguishing marks or scars, was he circumcised etc)

110 WAS THE PERPETRATOR'S PENIS ERECT?

☐ Yes

☐ No

111 WAS THE VICTIM FORCED MANUALLY TO MASTURBATE THE SUSPECT TO ACHIEVE AN ERECTION?

☐ Yes

☐ No

112 WAS THE VICTIM FORCED MANUALLY TO MASTURBATE THE SUSPECT TO MAINTAIN AN ERECTION?

☐ Yes

☐ No

113 WAS ANY LUBRICANT USED?

☐ Yes

☐ No

If "Yes", give details of what lubricant was used and how it was applied

.....

114 DID THE PERPETRATOR EJACULATE?

☐ Yes

☐ No

☐ Unknown

If "Yes", how did the victim know or suspect that the perpetrator had ejaculated?

.....

115 DID THE PERPETRATOR EXPERIENCE PREMATURE EJACULATION?

☐ Yes

☐ No

☐ Unknown

116 WAS THERE ANY EVIDENCE OF SEXUAL DYSFUNCTION? (e.g. perpetrator had difficulty achieving or maintaining an erection)

☐ Yes

☐ No

☐ Unknown

If "Yes", specify

.....

117 WAS THERE ANY BLOOD?

☐ Yes

☐ No

☐ Unknown

If "Yes", where?

118 IF THERE WAS BLOOD, DOES IT BELONG TO THE VICTIM OR TO THE PERPETRATOR?

- ☐ Victim
- ☐ Perpetrator
- ☐ Unknown

119 IF THE PERPETRATOR FORCED THE VICTIM TO PERFORM ORAL SEX, DID THE VICTIM SPIT OR VOMIT?

- ☐ Yes
- ☐ No

If "Yes", where?

120 DID THE PERPETRATOR USE ANYTHING TO WIPE HIS PENIS AFTER THE OFFENCE?

- ☐ Yes
- ☐ No
- ☐ Unknown

If "Yes", give details of the item used

121 WAS THIS ITEM:

- ☐ Brought to the scene by the perpetrator
- ☐ Found at the scene by the perpetrator
- ☐ Obtained from the victim
- ☐ Unknown
- ☐ Other. Specify

122 DID THIS ITEM BELONG TO THE VICTIM?

- ☐ Yes
- ☐ No
- ☐ Unknown

If "No", give details of who it belonged to

123 WHAT HAPPENED TO THIS ITEM?

- ☐ The perpetrator took it
- ☐ Left at crime scene
- ☐ Removed from crime scene
- ☐ Discarded. Specify where
- ☐ Unknown
- ☐ Other. Specify

124 IF THIS ITEM WAS REMOVED FROM THE CRIME SCENE, WHO REMOVED IT?

125 DID THE PERPETRATOR DO ANY OF THE FOLLOWING TO AVOID DETECTION OR LEAVE EVIDENCE BEHIND? 

- ☐ Wear a condom during the offence
- ☐ Wear gloves
- ☐ Wipe surfaces he had touched
- ☐ Force the victim to wash
- ☐ Comb the victim's pubic hairs
- ☐ Remove or destroy objects he had used for the assault (e.g. weapons, restraints, foreign objects etc). Specify

-
- ☐ Blindfold the victim
- ☐ Wear a disguise
- ☐ Other. Specify

126 WAS THE PERPETRATOR VIOLENT AND AGGRESSIVE TOWARDS THE VICTIM?

- ☐ Yes
- ☐ No

If "Yes", give details

.....

.....

127 DID THE PERPETRATOR SAY ANYTHING TO THE VICTIM AT ANY TIME BEFORE, DURING AND/OR AFTER THE ASSAULT?

- ☐ Yes
- ☐ No

If "Yes":

128 AT ANY TIME BEFORE, DURING AND AFTER THE ASSAULT, DID THE PERPETRATOR SAY ANY OF THE FOLLOWING TO THE VICTIM?

- ☐ Apologise
- ☐ Ask the victim to forgive him
- ☐ Threaten the victim in any way
- ☐ Tell the victim what he was going to do to her
- ☐ Ask the victim to say specific words or sentences
- ☐ Mention police or legal procedures
- ☐ Make excuses for what he had done
- ☐ Ask the victim about her personal life, family, relationships etc
- ☐ Compliment the victim

- ☐ Suggest they meet again
- ☐ Say anything to stop the victim recognising the perpetrator
- ☐ Say that he would come back
- ☐ Other. Specify (use the perpetrator's exact words if the victim can remember them)

.....

129 IF ANY OF THE ABOVE APPLY, GIVE DETAILS OF EXACTLY WHAT THE PERPETRATOR SAID TO THE VICTIM - USE THE PERPETRATOR'S EXACT WORDS IF POSSIBLE:

.....

.....

.....

.....

130 AT ANY TIME BEFORE, DURING AND AFTER THE ATTACK, DID THE PERPETRATOR FORCE THE VICTIM TO SAY ANYTHING?

- ☐ Yes ☐ No

If "Yes", give details of what the perpetrator forced the victim to say - use the victim's exact words

.....

.....

.....

131 AT ANY TIME BEFORE, DURING AND AFTER THE ATTACK, DID THE VICTIM SAY ANYTHING TO THE PERPETRATOR?

- ☐ Yes ☐ No

If "Yes", give details of what the victim said - use the victim's exact words

.....

.....

132 DESCRIBE THE VICTIM'S THOUGHTS AND FEELINGS THROUGHOUT THE DURATION OF THE ATTACK: (e.g. was she angry or scared, did she cry, was she relieved when it was over, did it hurt etc)

133 AT ANY TIME BEFORE, DURING AND AFTER THE ATTACK, DID THE VICTIM RESIST THE PERPETRATOR?

☐ Yes ☐ No

If "yes", give details of how the victim resisted

If "No", give details of why the victim did not resist the perpetrator

134 IF THE VICTIM RESISTED THE PERPETRATOR, DID SHE BITE OR SCRATCH HIM?

☐ Yes ☐ No

If "Yes", give details

135 IF THE VICTIM RESISTED THE PERPETRATOR, WHAT WAS THE PERPETRATOR'S REACTION TO THE VICTIM RESISTING?

(E.g. what did the perpetrator say? What was his physical reaction to the victim resisting? What was his facial expression like?)

136 HOW LONG DID THE INCIDENT TAKE - FROM WHEN THE PERPETRATOR FIRST APPROACHED THE VICTIM UP TO WHEN THE PERPETRATOR LEFT THE CRIME SCENE?

- ☐ Less than one hour
- ☐ One hour
- ☐ Two hours
- ☐ Three or more hours. Specify how many hours
- ☐ 24 hours
- ☐ Other. Specify

137 HOW DID THE ATTACK END?

138 DID THE PERPETRATOR HAVE A PREPARED ESCAPE ROUTE?

- ☐ Yes ☐ No ☐ Unknown

139 HOW DID THE PERPETRATOR LEAVE THE CRIME SCENE?

- ☐ On foot
☐ In his own vehicle
☐ In the victim's vehicle
☐ Somebody picked him up/he got a lift
☐ Bicycle
☐ Unknown
☐ Other. Specify

140 IF THE PERPETRATOR HAD A VEHICLE, DID HE MENTION ANYTHING ABOUT THE VEHICLE? (e.g. that it was stolen, a rental vehicle etc)

- ☐ Yes ☐ No ☐ Unknown

If "Yes", give details of what the perpetrator said - use exact words

.....
.....

141 IF THE PERPETRATOR GOT A LIFT WITH SOMEBODY, DESCRIBE THE VEHICLE:

Was the vehicle:

- ☐ Car
☐ Bakkie/van
☐ Truck
☐ Motorcycle
☐ Station wagon
☐ Convertible (e.g. it had no roof)
☐ Sports car
☐ Combi
☐ Other. Specify

Was the vehicle:

- ☐ Less than six months old
- ☐ Approximately two years old
- ☐ Approximately five years old
- ☐ Ten years old or more
- ☐ Unknown

Make of vehicle:

Colour of vehicle:

Registration Number of vehicle:

142 WERE THERE ANY DISTINGUISHING FEATURES ABOUT THE VEHICLE?

- ☐ Scratches
- ☐ Dents
- ☐ Broken lights
- ☐ Other evidence of an accident. Specify
- ☐ Different colour paint
- ☐ Seats were torn
- ☐ Unknown
- ☐ Other. Specify

143 CAN THE VICTIM IDENTIFY THE PERSON WHO GAVE THE PERPETRATOR A LIFT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes":

Name:

Address:

.....

Give details of the person's appearance (e.g. clothing, race, hair and eye colour, height, build, facial features etc):

.....

.....

144 HOW DID THE VICTIM LEAVE THE CRIME SCENE?

- ☐ On foot
- ☐ In her own vehicle
- ☐ Perpetrator dropped her off somewhere. Specify where
- ☐ Bicycle
- ☐ In perpetrator's vehicle
- ☐ Victim called somebody to give her a lift
- ☐ Other. Specify

145 IF THE VICTIM CALLED SOMEBODY TO GIVE HER A LIFT AWAY FROM THE CRIME SCENE, WHO WAS THE PERSON?

Name:

Address:

Contact Number:

Relationship to victim:

146 WHAT DID THE VICTIM DO IMMEDIATELY AFTER THE ASSAULT?

.....

.....

147 IF THE VICTIM TOLD SOMEBODY ABOUT THE ASSAULT BEFORE REPORTING IT TO THE POLICE, WHO DID SHE TELL?

- ☐ Friend
- ☐ Boyfriend
- ☐ Ex-boyfriend
- ☐ Husband
- ☐ Ex-husband
- ☐ Parent (e.g. mother or father) Specify
- ☐ Grandparent (e.g. grandmother or grandfather) Specify
- ☐ Guardian

- ☐ Sibling (e.g. brother or sister). Specify
- ☐ Other relative (e.g. aunt or uncle or cousin). Specify
- ☐ Acquaintance (e.g. friend of a friend, classmate etc) Specify
- ☐ Stranger. Specify
- ☐ Work colleague
- ☐ Other. Specify

148 WHEN DID THE VICTIM TELL THIS PERSON ABOUT THE ASSAULT?

- ☐ Straight after the assault
- ☐ A few hours after the assault
- ☐ The following day
- ☐ Other. Specify

149 GIVE DETAILS ABOUT THE PERSON/S THE VICTIM TOLD ABOUT THE ASSAULT:

Name/s:

Address/es:

.....

.....

Contact Number/s:

150 IF THE INCIDENT HAPPENED A WHILE AGO (e.g. a few days ago, yesterday etc), WHY DID THE VICTIM NOT REPORT IT TO THE POLICE SOONER?

.....

151 WERE THERE ANY WITNESSES TO THE ASSAULT?

- ☐ Yes ☐ No ☐ Unknown

If "Yes", give details of the witnesses:

Name/s:

.....

Address/es:

.....

.....

Contact Numbers:

152 WHAT IS THE RELATIONSHIP BETWEEN THE VICTIM AND THE WITNESSES SHE HAS MENTIONED?

- ☐ Friend
- ☐ Parent
- ☐ Sibling
- ☐ Boyfriend
- ☐ Ex-boyfriend
- ☐ Husband
- ☐ Ex-husband
- ☐ Other relative
- ☐ Acquaintance
- ☐ Stranger
- ☐ Work colleague
- ☐ Other. Specify

153 THE EVENTS THE VICTIM HAS DESCRIBED SATISFY THE LEGAL DEFINITION OF:

- ☐ Rape
- ☐ Attempted rape
- ☐ Sodomy
- ☐ Attempted sodomy
- ☐ Indecent assault (e.g oral sex, use of instruments etc)
- ☐ Attempted indecent assault
- ☐ Other. Specify

154 HAS THE VICTIM WASHED SINCE THE ASSAULT?

- ☐ Yes
- ☐ No

155 WHEN LAST DID THE VICTIM HAVE SEXUAL INTERCOURSE - BEFORE THE ASSAULT?

- ☐ Three days ago
- ☐ Two days ago
- ☐ Yesterday
- ☐ A few hours before the assault
- ☐ Other. Specify

156 IS THE VICTIM WILLING TO ATTEND COURT?

- ☐ Yes
- ☐ No
- ☐ Unsure

157 IS THE VICTIM AWARE OF THE PSYCHOLOGICAL SERVICES AVAILABLE IN THE AREA SHOULD SHE WISH TO SEEK COUNSELLING?

- ☐ Yes
- ☐ No

If "No", inform the victim of the available psychological resources and services

158 DID THE PERPETRATOR TOUCH ANYTHING AT THE CRIME SCENE:

- ☐ Yes
- ☐ No
- ☐ Unknown

If "Yes", give a full description of everything the perpetrator touched at the crime scene

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.....

.....

159 DOES THE VICTIM GIVE PERMISSION FOR THESE ITEMS TO BE REMOVED FROM THE CRIME SCENE AS EVIDENCE AND FOR FORENSIC EXAMINATION?

- ☐ Yes
- ☐ No

160 IF THE CRIME OCCURRED ON THE PROPERTY OF THE VICTIM (e.g. the victim's car or house), DOES THE VICTIM GIVE PERMISSION FOR THE CRIME SCENE TO BE EXAMINED?

- ☐ Yes
- ☐ No

161 DID THE PERPETRATOR TAKE ANYTHING FROM THE CRIME SCENE:

☐ Yes

☐ No

☐ Unknown

If "Yes", give a full description of what the perpetrator took (include makes, colours, identifying marks and serial numbers if possible)

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.....

.....

162 DID THESE ITEMS THAT THE PERPETRATOR TOOK FROM THE CRIME SCENE BELONG TO THE VICTIM?

☐ Yes

☐ No

If "No", give details of who they belonged to

163 DID THE VICTIM GIVE THE PERPETRATOR PERMISSION TO TAKE THESE THINGS FROM THE CRIME SCENE?

☐ Yes

☐ No

164 DID THE PERPETRATOR TAKE ANY OF THE VICTIM'S PROPERTY TO ASSIST HIM IN LOCATING THE VICTIM AGAIN? (e.g. Identity documents etc)

☐ Yes

☐ No

☐ Unknown

If "Yes", give details

.....

165 IF THE PERPETRATOR STOLE PROPERTY BELONGING TO THE VICTIM IN ORDER FOR HIM TO BE ABLE TO LOCATE HER AGAIN, DID HE MENTION THIS SPECIFICALLY TO THE VICTIM?

☐ Yes

☐ No

☐ Unknown

If "Yes", give details - use exact words if the victim can remember them

.....

.....

166 DID THE PERPETRATOR TAKE ANYTHING FROM THE VICTIM IN ORDER TO PREVENT THE VICTIM FROM REPORTING THE INCIDENT?

☐ Yes

☐ No

☐ Unknown

If "Yes", give details of what was taken and anything the perpetrator may have said - use exact words if the victim can remember them

.....

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.....

.....

167 DID THE PERPETRATOR LEAVE ANYTHING BEHIND AT THE CRIME SCENE (e.g. clothing, weapon, foreign object etc)?

☐ Yes

☐ No

☐ Unknown

If "Yes", give a full description of anything the perpetrator left behind at the crime scene

.....

.....

.....

168 HAS THE VICTIM FORMALLY IDENTIFIED THE ITEMS THAT THE PERPETRATOR LEFT BEHIND AT THE CRIME SCENE AS BELONGING TO THE PERPETRATOR?

☐ Yes

☐ No

**CRIME SCENE INFORMATION TO BE OBTAINED EITHER FROM THE VICTIM OR FROM
THE INVESTIGATING OFFICER AT THE ACTUAL SCENE:**

169 WERE ANY OF THE FOLLOWING TRACES FOUND AT THE CRIME SCENE:

- ☐ Fingerprints
- ☐ Footprints
- ☐ Fibres
- ☐ Hairs
- ☐ Blood
- ☐ Semen
- ☐ Vomit
- ☐ The item the perpetrator used to wipe his penis after the assault
- ☐ Car tracks
- ☐ Cigarette butts
- ☐ Drink cans
- ☐ Food packagings
- ☐ Clothing
- ☐ Restraints
- ☐ Weapon/s
- ☐ Foreign objects
- ☐ Excreta
- ☐ Other. Specify

(The investigating officer needs to ascertain which of these traces belong to the victim and which belong to the perpetrator.)

170 HAVE SAMPLES OF THESE TRACES BEEN TAKEN?

- ☐ Yes ☐ No

171 ENSURE THAT THE FOLLOWING SAMPLES HAVE BEEN TAKEN FROM THE VICTIM:

- ☐ Blood
- ☐ Hair
- ☐ Fibres
- ☐ Nail scrapings
- ☐ Saliva
- ☐ Pap smear

172 GIVE A DETAILED DESCRIPTION OF THE CRIME SCENE: (The following list provides a guideline of information to include in the description):

If the assault occurred inside, consider the following:

- Is the area where the crime occurred tidy or untidy
- Has the area been ransacked - furniture overturned, objects strewn around etc
- Are the curtains open or closed
- Are the cupboards open or closed
- Is the electricity connected
- Is the television on or off
- Are the lights switched on or off
- Is the telephone on the hook
- Is the telephone connected at the plug
- Has the telephone wire been cut
- Notice any stains or marks on the floor or carpet and on the walls

If the assault occurred outside, consider the following:

- Look for traces mentioned above and collect samples
- Visibility of the scene
- Lighting at the scene
- Is the bush very thick or dense
- Is it an open clearing
- Is there a footpath nearby
- Is there a road nearby