

Chapter 1: Fundamentals of Criminal Justice: Essential Themes and Practices Test Bank

Multiple choice

1. What are the three major components of our criminal justice system?

- A. courts, corrections, and media
- B. police, federal agencies, and corrections
- C. police, courts, and corrections
- D. courts, police, and lawyers

Ans: C

Learning Objective: 1-1: Explain the importance of studying and understanding our criminal justice system.

Cognitive Domain: Knowledge

Answer Location: Introduction

Difficulty Level: Easy

2. _____ are laws that define criminal acts and how such acts will be punished.

- A. Criminal law
- B. Civil law
- C. Criminal justice
- D. Natural law

Ans: A

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

3. In 2012, drugs were commonly sold as “synthetic marijuana” or “bath salts” that allowed users to achieve a “legal high” while avoiding federal drug bans. Eventually, these drugs were banned after being linked to several high-profile incidents. What feature of criminal law does this illustrate?

- A. Criminal laws are static and rarely require revision.
- B. Legislators prefer not to revise existing law because it is difficult.
- C. Criminal laws are changed in response to new threats.
- D. Existing criminal laws can be a barrier to enforcement.

Ans: C

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Application

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Hard

4. Which of the following is true of “three strikes” laws?

- A. An offender with three qualifying convictions (misdemeanors or felonies) is sentenced to a minimum of 25 years in prison.

- B. An offender with three qualifying felonies is sentenced to 25 years to life in prison.
- C. An offender with three qualifying felonies is no longer eligible for probation supervision.
- D. An offender with three qualifying convictions (misdemeanors or felonies) is no longer eligible for probation supervision.

Ans: B

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

5. Which of the following is a crime control strategy intended to curb crime by punishing repeat offenders with lengthy prison sentences (usually 25 years to life) once they commit three or more violent offenses?

- A. life laws
- B. three-strikes laws
- C. repeat offender laws
- D. Polly Klass's law

Ans: C

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

6. Which law was intended to reduce crime and protect the public, but actually proved to be costly, unnecessarily punitive, and did not actually reduce crime?

- A. Klaas law
- B. Polly's law
- C. Crime Reduction law
- D. Three-strikes law

Ans: D

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

7. Which theory suggests that property holders become members of a commonwealth only with their express consent to submit to the government of the commonwealth?

- A. Jefferson's theory of democracy
- B. Hobbe's social contract theory
- C. Locke's theory of tacit consent
- D. Rousseau's conflict theory

Ans: C

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

8. What did Locke believe was the chief purpose of government?

- A. national defense
- B. printing money
- C. levying taxes

D. protection of property

Ans: D

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

9. This theorist argued all people are basically selfish and irrational; their primary purpose for forming a government was for self-protection.

A. Hobbes

B. Locke

C. Calvin

D. Rousseau

Ans: A

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

10. In the early days of the American automobile, there were very few privately owned cars because they were too expensive for most people to afford. In 1908, Henry Ford introduced the first affordable automobile, the Model-T, and the numbers of cars on the road grew exponentially. During this time, society began to recognize that drunk driving was a significant threat to public safety. The public advocated for the first laws prohibiting drunk driving emerged in 1920 in order to protect the well-being of all citizens from drunk drivers. Which theory best explains the emergence of drunk driving laws?

A. conflict theory of justice

B. consensus theory of justice

C. tacit consent theory

D. crime control theory model

Ans: B

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Application

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Hard

11. Which of the following statements illustrates the assumptions of the conflict theory of justice?

A. Members of a society share common values and beliefs.

B. Laws are created as a result of agreement among members of a society.

C. Citizens share wide agreement on what behaviors can be considered "good" and "bad."

D. Laws are created to protect the dominant position of the powerful groups.

Ans: D

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Analysis

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

12. Which conflict theorist is known for arguing that "man is born free, but everywhere he is in chains."?

A. Locke

B. Plato

C. Hobbes

D. Rousseau

Ans: D

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Knowledge

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Easy

13. Criminal laws are enacted to define acts that are criminal and proscribe punishments for those who engage in those acts. What is another purpose of criminal law?

A. emulate laws in other countries

B. uphold traditional values

C. establish civil remedies for disagreements

D. maintain order

Ans: D

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

14. Which of the following models of the criminal justice process focuses on deterring crime through swift punishment and puts less emphasis on the rights of the accused?

A. due process

B. crime control

C. conflict

D. consensus

Ans: C

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

15. Which of the following statements most closely describes the due process model of criminal justice?

A. Criminal defendants are presumed guilty, and the courts should not stand in the way of effective enforcement of the laws.

B. Criminal defendants are presumed innocent, and the courts' first priority is protecting the constitutional rights of the accused.

C. Criminal defendants are presumed innocent, and crime is seen as a result of individual moral failure.

D. Criminal defendants are presumed guilty, and crime is seen as a result of social influences such as poverty and unemployment.

Ans: B

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

16. What is the main focus of the due process model of criminal justice?

A. fairness

B. crime control

C. conflict

D. deterrence

Ans: A

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

17. Which of the following statements most closely describes the crime control model of criminal justice?

A. Criminal defendants are presumed guilty, and the courts should not stand in the way of effective enforcement of the laws.

B. Criminal defendants are presumed innocent, and the courts' first priority is protecting the constitutional rights of the accused.

C. Criminal defendants are presumed innocent, and crime is seen as a result of individual moral failure.

D. Criminal defendants are presumed guilty, and crime is seen as a result of social influences such as poverty and unemployment.

Ans: A

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

18. In May of 2017, Atlanta Officer Che Milton responded to a shoplifting call at a Family Dollar store. When he arrived, he asked the 12-year-old girl why she had attempted to steal a US\$2 pair of shoes. The girl responded that her 5-year-old sister needed shoes, but the family could not afford them. Officer Milton used his own judgment to examine her circumstances, and realized she needed help, not punishment. Instead of arresting the girl, he decided to buy her family pizzas and put them in contact with a social worker. What authority was he using in this situation?

A. discretion

B. autonomy

C. leadership

D. favoritism

Ans: A

Learning Objective: 1-4: Describe the importance of discretion throughout the criminal justice system.

Cognitive Domain: Application

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Hard

19. Who of the following makes the discretionary decision as to whether to stop, search, or arrest?

A. prosecutor

B. police officer

C. judge

D. defense lawyer

Ans: B

Learning Objective: 1-4: Describe the importance of discretion throughout the criminal justice system.

Cognitive Domain: Comprehension

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Medium

20. Which of the following individuals would be responsible for exercising discretion after an individual is convicted and sentenced?

A. police officer

B. judge

C. prosecutor

D. corrections officer

Ans: D

Learning Objective: 1-4: Describe the importance of discretion throughout the criminal justice system.

Cognitive Domain: Analysis

Answer Location: Discretion: Making and Applying the Law
Difficulty Level: Medium

21. What type of discretion do judges exercise?
- A. deciding whether to stop, search, or arrest an individual
 - B. filing formal charges
 - C. setting bail, denying bail, and imposing sentences
 - D. disciplines incarcerated offenders for violations committed in prison

Ans: C

Learning Objective: 1-4: Describe the importance of discretion throughout the criminal justice system.

Cognitive Domain: Analysis

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Medium

22. Which of the following is the first formal step in the criminal justice process?

- A. arrest
- B. arraignment
- C. criminal event
- D. investigation

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

23. After the criminal justice flow and process begins, the perpetrator must be arrested. What is the next formal step in the criminal justice process after arrest?

- A. sentencing
- B. adjudication
- C. corrections
- D. prosecution

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Analysis

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

24. The prosecutor's discretion involves whether or not to _____.

- A. read the offender their Miranda rights
- B. set bail
- C. sentence an offender
- D. file formal charges

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Analysis

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

25. Who has the discretion to drop charges if they decide that the evidence against the accused is weak?

- A. prosecutor
- B. judge

- C. police
- D. victim

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

26. Information that would lead a person to believe that another has committed, is committing, or is about to commit a crime is known as _____.

- A. indictment
- B. circumstantial evidence
- C. probable cause
- D. preponderance of the evidence

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

27. Which of the following statements is true of grand jury proceedings?

- A. Both the prosecutor and defense attorneys outline the evidence to the grand jury.
- B. The judge determines if there is probable cause to believe the accused committed the crime.
- C. The defendant enters a plea at the grand jury trial.
- D. If the grand jury finds sufficient evidence, it submits an indictment to the court.

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

28. If an accused person is considered not to be a flight risk, they may be released without having to provide bail. What is this called?

- A. released without reservation
- B. released on recognizance
- C. released without bail
- D. released without bond

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

29. Which stage of the process is also referred to as the "probable cause" stage?

- A. preliminary hearing
- B. initial appearance
- C. arraignment
- D. sentencing

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

30. In a preliminary hearing, a judge must determine whether or not there is probable cause to believe that the accused committed a crime and should be tried. What is another way that probable cause may be determined prior to a trial?

- A. through an appellate decision
- B. through prosecutorial discretion
- C. through a bench trial
- D. through a grand jury

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

31. Which of the following is likely to occur at an initial appearance?

- A. The judge will inform the accused of the charges.
- B. The grand jury will determine if there is probable cause to believe the accused committed a crime.
- C. The accused will enter a plea.
- D. The judge will determine an appropriate sentence.

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

32. The written statement of the essential facts of the offense charged against the accused and issued by a grand jury is known as _____.

- A. information
- B. indictment
- C. interdiction
- D. accusation

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

33. At which stage of the criminal justice process is the accused informed of the charges and his/her rights and asked to enter a plea to the charges?

- A. initial appearance
- B. arraignment
- C. probable cause hearing
- D. preliminary hearing

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

34. What is a *nolo contendere* plea?

- A. The accused immediately enters a plea of guilty.
- B. The accused enters a plea of guilty but does not accept responsibility for the crime.
- C. The accused accepts the penalty ordered by the court without admitting guilt.
- D. The accused enters a plea of not guilty.

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

35. At which of the following is the accused given the opportunity to plead guilty, not guilty, or no contest?

- A. arraignment
- B. adjudication
- C. appellate hearing
- D. arrest

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

36. Approximately 95% of all defendants enter a _____.

- A. not guilty plea
- B. *nolo contendere* plea
- C. guilty plea
- D. plea agreement.

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

37. A police officer accused of planting evidence opted to waive his right to a trial by a jury of his peers. Instead, he chose to be tried by a judge. The judge heard both the prosecution and defense sides of the case, and then decided the case on her own. What is this called?

- A. arraignment
- B. bank trial
- C. mistrial
- D. bench trial

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

38. Who determines the sentence once an individual has been convicted of a crime (with the exception of death penalty cases)?

- A. jury
- B. judge
- C. prosecutor
- D. defense attorney

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

39. After a lengthy trial, the jury has found the defendant not guilty. What is another term for when a defendant is found "not guilty"?

- A. expunged
- B. conviction
- C. acquittal
- D. expulsion

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

40. A criminal defendant can be found guilty by a jury, a judge, or through a guilty plea. What is this legal finding called?

- A. conviction
- B. acquittal
- C. incarceration
- D. penalty

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

41. _____ circumstances are elements that tend to increase the offenders' blame.

- A. Mitigating
- B. Aggravating
- C. Special
- D. Major

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

42. A 16-year-old boy is convicted of sexually molesting his 13-year-old neighbor. The judge ultimately decided not to levy the maximum sentence against the boy because of several factors, including his age, his lack of a criminal record, and the fact that he had also been a victim of sexual abuse earlier in his

childhood. All of these circumstances reduced the offender's blame. What are these circumstances called?

- A. aggravating circumstances
- B. alleviating circumstances
- C. mitigating circumstances
- D. reducing circumstances

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

43. Which of the following would be an example of an aggravating circumstance?

- A. the offender was 14 years old at the time the crime was committed
- B. the offender tortured the victim
- C. the offender did not have a criminal record
- D. the offender was caught in the act

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

44. Probation, restitution and fines are all examples of penalties or punishments called _____.

- A. indeterminate sentences
- B. determinate sentences
- C. acquittals
- D. sanctions

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

45. When a crime has been expunged, it has essentially been _____.

- A. erased
- B. dropped
- C. scratched
- D. dismissed

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

46. Which of the following sentences requires the offender to pay compensation to the victim?

- A. fines
- B. probation
- C. restitution
- D. reconciliation

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

47. What is considered more severe than probation but less severe than incarceration?

- A. restitution
- B. fine
- C. parole
- D. intermediate sanction

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

48. What is a sentencing option open to the court that allows a convicted person to remain at liberty as long as he or she complies with certain conditions and restrictions?

- A. parole
- B. probation
- C. diversion
- D. restitution

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

49. Offenders who are incarcerated for 1 year or more typically are housed in which of the following?

- A. local jail
- B. detention facility
- C. federal prison
- D. halfway house

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

50. If an offender is incarcerated for less than a year, where will they likely serve their sentence?

- A. federal prison
- B. local jail
- C. halfway house
- D. detention facility

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

51. An array of sanctions that fall between probation and incarceration are referred to as _____ sanctions.

- A. intermediate
- B. transitional
- C. medium
- D. variable

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

52. An offender was granted parole. One of the conditions of her release was that she could not use any drugs while she was on parole. During one of her scheduled visits, the parole officer drug tested the parolee, and found that she was under the influence of drugs. As a result, the parolee was returned to prison. What term describes this action?

- A. recidivism
- B. parole revocation
- C. determinate sentence
- D. probation

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

53. Which of the following statements is true of the appellate process?

- A. The accused is given a new trial in front of the appellate court.
- B. The accused is given the option of a new trial in front of a different court.
- C. The appellate court determines if there were any errors made at the trial.
- D. The appellate court determines whether errors at trial adversely affected the fairness of the trial process or the accused's constitutional rights.

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

54. The conditional release of a prisoner before his/her full sentence has been served is known as _____.

- A. parole
- B. probation
- C. diversion
- D. restitution

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

55. Which term refers to a sentence whereby someone receives a fixed number of years in prison?

- A. indeterminate
- B. determinate
- C. absolute
- D. restorative

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

56. An offender is convicted of a murder and sentenced to life without the possibility of parole. What type of sentence will this offender serve?

- A. sanctioned sentence
- B. conditional sentence
- C. indeterminate sentence
- D. determinate sentence

Ans: D

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

57. A young man was sentenced to 5–10 years in prison, and is likely to be out early due to good behavior. What type of sentence was he given?

- A. indeterminate
- B. determinate
- C. absolute
- D. restorative

Ans: A

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

58. Certain offenses, such as truancy and running away, are only illegal when they're committed by juveniles. What are these offenses called?

- A. delinquency offenses
- B. administrative codes
- C. status offenses
- D. youth ordinances

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

59. What is the maximum age for juvenile court jurisdiction in most states?

- A. 15
- B. 16
- C. 17
- D. 18

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

60. What happens when an individual is convicted and sentenced to death?

- A. Their sentence is automatically converted to "life in prison without the possibility of parole."
- B. Their case is automatically appealed.
- C. They are immediately given a date and time for their execution.
- D. They are refused the opportunity to appeal their case.

Ans: B

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

61. Which of the following describes offenders who recidivate?

- A. They will be released from prison to parole.
- B. They have completed probation supervision.
- C. They have committed a new crime.
- D. They are juveniles sent to the adult court for processing.

Ans: C

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

62. Which model of criminal justice portrays the criminal justice process as a four-tiered hierarchy?

- A. consensus
- B. conflict
- C. crime control
- D. wedding cake

Ans: D

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Knowledge

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Easy

63. Offenders who commit offenses such as aggravated assault and arson would belong in which layer of the wedding cake model of crime?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: B

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Application

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Hard

64. In 1994, Orenthal James "OJ" Simpson was tried for the murder of his ex-wife, Nicole Brown Simpson, and her friend, Ron Goldman. The 11-month televised trial that ended with his acquittal has been described as the most publicized criminal trial in history, with an estimated 51 million audience watching the verdict. Based on this information, in what layer of the wedding cake model would this case belong?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: A

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Application

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Hard

65. At which layer of the wedding cake model of crime do most criminal matters occur?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: D

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Knowledge

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Easy

66. A man is arrested for embezzling \$500 from his place of employment. This is the first time he has ever committed a crime, and he decides to take a plea agreement. In which layer of the wedding cake model would this case belong?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: C

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Application

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Hard

67. Andrea Yates is the Texas woman who captured the media's attention when she was charged and convicted of drowning her five children. Her case would fall under which layer of the wedding cake model?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: A

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Application

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Hard

68. Aaron Hernandez was a former NFL player who was convicted of murdering a former friend. His case would be considered a “celebrated case” in the wedding cake model. If a person who was not a public figure carried out an identical crime, that case would fall under which layer of the wedding cake model?

- A. celebrated cases
- B. serious felonies
- C. lesser felonies
- D. misdemeanors

Ans: B

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Analysis

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Medium

69. Questions regarding whether police officers should receive free food from restaurants or free coffee from convenience stores are what kind of dilemmas?

- A. legal
- B. ethical
- C. false
- D. honesty

Ans: B

Learning Objective: 1-7: Discuss the importance of ethics and character in criminal justice.

Cognitive Domain: Knowledge

Answer Location: Ethics Throughout the Criminal Justice System

Difficulty Level: Easy

70. What are rules that spell out appropriate human conduct?

- A. ethics
- B. legalities
- C. honesty
- D. laws

Ans: A

Learning Objective: 1-7: Discuss the importance of ethics and character in criminal justice.

Cognitive Domain: Knowledge

Answer Location: Ethics Throughout the Criminal Justice System

Difficulty Level: Easy

True/False

1. Three-strikes laws stipulate that offenders must be sentenced to life in prison after their third felony conviction.

Ans: F

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

2. Hobbes argued that all people were essentially irrational and selfish, but they had just enough rationality to come together to form governments for self-protection.

Ans: T

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

3. Rousseau described consensus within the ruling group and the need to use force and other means to ensure the compliance of other groups.

Ans: F

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

4. The due process model posits that defendants should be presumed innocent and that granting too much freedom to law enforcement will result in the loss of freedom and civil liberties for all Americans.

Ans: T

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

5. The crime control model believes that punishment will serve as a deterrent to crime, but there must be expedience and finality in the courts to ensure the deterrent effect.

Ans: T

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

6. Prosecuting attorneys exercise discretion when determining whether or not to bring charges against an arrestee.

Ans: T

Learning Objective: 1-4: Describe the importance of discretion throughout the justice system.

Cognitive Domain: Knowledge

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Easy

7. Police officers decide whether to bring criminal charges against an arrestee.

Ans: F

Learning Objective: 1-4: Describe the importance of discretion throughout the justice system.

Cognitive Domain: Knowledge

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Easy

8. If the grand jury finds sufficient evidence to bind a criminal case over for trial, it will issue an information to the court, a written statement of the essential facts of the offense charged against the accused.

Ans: F

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

9. At the preliminary hearing, there must be a finding of proof beyond a reasonable doubt for the case to continue.

Ans: F

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

10. When the accused enters a plea of *nolo contendere*, he/she accepts the penalty ordered by the court without admitting his/her guilt.

Ans: T

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

11. The accused has the option of having a trial by jury or trial by bench.

Ans: T

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

12. For all offenses, when the accused has been convicted of a crime, the judge determines the sentence.

Ans: F

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

13. If the appellate court agrees to hear a case, it means the defendant will have a new trial in front of the appellate court.

Ans: F

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

14. States with the death penalty have an automatic appeal for cases in which a defendant has been sentenced to death.

Ans: T

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

15. The wedding cake model of criminal justice depicts the raw number of crimes committed, followed by those reported to the police, those filed by the prosecutor, and those where a conviction is secured.

Ans: F

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Comprehension

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Medium

Short Answer

1. Explain the difference between the consensus and conflict theorists with regard to how each view citizens' views toward the role of government.

Ans: Varies.

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Comprehension

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

2. Describe the difference between the crime control model and the due process models of the criminal justice process.

Ans: Varies.

Learning Objective: 1-3: Define the crime control and due process models of criminal justice.

Cognitive Domain: Comprehension

Answer Location: Crime Control and Due Process: Do Ends Justify Means?

Difficulty Level: Medium

3. Police officers, prosecutors, judges, and corrections officials all must exercise discretion when carrying out their jobs. Describe how each of the four officials exercises discretion.

Ans: Varies.

Learning Objective: 1-4: Describe the importance of discretion throughout the criminal justice system.

Cognitive Domain: Knowledge

Answer Location: Discretion: Making and Applying the Law

Difficulty Level: Easy

4. Describe how the initial appearance, preliminary hearing, and arraignment differ from each other.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

5. Define and give examples of aggravating and mitigating factors at a sentencing hearing.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

6. Explain what happens when an offender requests an appellate review.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

7. Explain the difference between probation and parole.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Application

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Hard

8. Differentiate between a determinate sentence and an indeterminate sentence.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

9. Discuss the parole process from the determination of eligibility until completion of sentence and what happens if the offender commits a new crime.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

10. Why is ethical behavior such an important consideration in the criminal justice system?

Ans: Varies.

Learning Objective: 1-7: Discuss the importance of ethics and character in criminal justice.

Cognitive Domain: Comprehension

Answer Location: Ethics Throughout the Criminal Justice System

Difficulty Level: Medium

Essay

1. Contrast the consensus theory of justice and the conflict theory of justice. What different assumptions does each theory make regarding human society? Which do you agree most with, and why?

Ans: Varies.

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Analysis

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

2. Contrast the original intent of the three-strikes laws in California with the law that was finally enacted, and discuss the consequences of the law.

Ans: Varies.

Learning Objective: 1-2: Describe the foundations of our criminal justice system, including its legal and historical bases and the difference between consensus and conflict theories of justice.

Cognitive Domain: Analysis

Answer Location: Foundations of Criminal Justice: Legal and Historical Bases

Difficulty Level: Medium

3. Explain the two different means by which the probable cause determination is made that the accused committed the crime and whether he/she should be tried.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Comprehension

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Medium

4. Explain the criminal justice process from arrest to sentencing and what happens at each phase.

Ans: Varies.

Learning Objective: 1-5: Describe the fundamentals of the criminal justice process--the offender's flow through the police, courts, and corrections components, and the functions of each component.

Cognitive Domain: Knowledge

Answer Location: The Offender's Pathway Through the Process: An Overview of Flow and Functions

Difficulty Level: Easy

5. Describe the wedding cake model of crime and what happens at each "layer."

Ans: Varies.

Learning Objective: 1-6: Explain the wedding cake model of criminal justice.

Cognitive Domain: Knowledge

Answer Location: The Wedding Cake Model of Criminal Justice

Difficulty Level: Easy