

1

Read the item and then answer the questions that follow.

In the UK, it is against the law to have more than one wife or husband at the same time. Smacking children was not illegal before 2004 in the UK, but now can be a criminal offence.

Referring to the statements above, explain **two** problems in defining crime.

(Total 4 marks)

2

Outline **one** cognitive distortion shown by offenders who attempt to justify their crime.

(Total 2 marks)

3

One method of offender profiling involves categorising offenders as either organised or disorganised offenders. Briefly explain **one** limitation of this method of offender profiling.

(Total 2 marks)

4

Discuss the psychological effects of custodial sentencing.

(Total 16 marks)

5

Briefly outline differential association theory as an explanation for offending.

(2)

Briefly explain **one** limitation of this theory.

(2)

(Total 4 marks)

6

Prison staff compared two methods of managing anger in offenders. One group of offenders took part in cognitive therapy. Another group of offenders took part in discussion therapy.

After one month following the training, levels of anger for each individual were rated by prison staff on a scale of 0 – 100. The results are given in the table below:

Ratings of anger in offenders given either systematic CBT anger management training or general advice

Cognitive Group	Anger rating	Discussion group	Anger rating
1	37	1	44
2	45	2	22
3	23	3	74
4	17	4	36
5	41	5	66
6	32	6	63
7	27	7	44
8	26	8	81
9	38	9	56
10	52	10	45
Median		Median	

Complete the table by calculating the median for the two groups. Show your working. Why did the psychologist use the median as a measure of central tendency rather than the mean?

(Total 4 marks)

7

Discuss biological explanations of offending behaviour.

(Total 16 marks)

8

- (a) Following a series of riots in cities all over England, a politician was interviewed on the radio. He said, 'Rioters and looters should be sent to prison. We must send a clear message that this sort of behaviour is not acceptable. Society expects such behaviour to be severely punished.'

Briefly discuss **two** roles of custodial sentencing identified in the politician's statement.

(4)

- (b) Another politician also took part in the radio interview. She argued, 'The people were rioting for a reason. They were angry with the police and lost control.'

Outline and briefly discuss **one** treatment programme for people who offend because they are angry.

(4)

(Total 8 marks)

9 Discuss Eysenck's theory of the criminal personality. Refer to evidence in your answer. (Total 16 marks)

10 Outline **one** biological explanation for offending. (Total 2 marks)

11 Experts have different views about how to deal with recidivism. Some believe that custodial sentencing is the best way of reducing re-offending; others think that prison may not be the solution and that there are better alternatives. There is also much debate about whether treatment programmes reduce re-offending.

Discuss ways of dealing with the problem of recidivism. Refer to the views outlined above in your answer. (Total 16 marks)

12 Each statement below **part(a)**, **part(b)** and **part(c)** applies to a different way of measuring crime. For each of these statements, identify the way of measuring crime that is most appropriate.

(a) It fails to account for all those crimes that are unreported or unrecorded. (1)

(b) It is a measure of crime that also tells us who is responsible for those crimes. (1)

(c) It measures only those crimes where someone suffers as a result of the crime. (1)

(Total 3 marks)

13 Outline and compare **two** explanations for offending. Refer to evidence in your answer. (Total 16 marks)

14 Outline Eysenck's theory of the criminal personality. (Total 2 marks)

15 Briefly discuss **two** criticisms of Eysenck's theory of the criminal personality. (Total 4 marks)

16 One role of a custodial sentence is to deprive an offender of his or her freedom. In this way, at least for the duration of the sentence, the offender is no longer able to offend and is no longer a threat to the public.

Briefly outline **two other** roles that a custodial sentence might serve. (Total 2 marks)

17

Describe and evaluate anger management as a treatment for offending. Refer to evidence in your answer.

(Total 16 marks)

Mark schemes

1

[AO2 = 4]

Level	Marks	Description
4	4	Two problems are clear and coherent and both are applied clearly to the stem.
3	3	Two problems are clearly presented but only one is appropriately applied to the stem.
2	2	Two problems are presented and one is applied to the stem. The answer lacks clarity. OR One problem is clearly presented and appropriately applied to the stem.
1	1	One problem is presented and / or applied to the stem. The answer lacks clarity.
	0	No relevant content.

Problems:

- time relative because attitudes change according to historical context PLUS application: over time attitudes to child rearing and child discipline have changed and so, whilst smacking was common practice many years ago it is no longer acceptable
- culturally relative because social attitudes / mores differ between cultures PLUS application: having more than one wife / husband is socially acceptable in some cultures because it is legal and common practice.

2

[AO1 = 2]

Possible cognitive distortions:

- minimisation explaining the consequences as less significant / damaging than they really are
- hostile attribution bias blaming other factors for behaviour, eg blaming the victim.

Credit other relevant cognitive distortions.

3

[AO3 = 2]

1 mark for a brief explanation of a limitation (must be explained rather than stated).

Plus

1 mark for elaboration.

Possible limitations:

- based on a restricted sample of 36 serial sex offenders (therefore cannot be generalised to a wide population)
- based on the self-reports from this sample (which cannot therefore be relied on for validity)
- distinction is an oversimplification (difficult to categorise some offenders as one type or another so is of questionable validity / usefulness)
- research (Canter 2004) shows evidence for the organised type only (suggesting that organisation is a characteristic typical of most serial killers).

Credit other valid limitations.

4

[AO1 = 6 and AO3 = 10]

Level	Marks	Description
4	13 – 16	Knowledge of the psychological effects of custodial sentencing is accurate and generally well detailed. Discussion is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of the psychological effects of custodial sentencing is evident. Discussion is apparent and mostly effective. There are occasional inaccuracies. The answer is mostly clear and organised. Specialist terminology mostly used effectively. Lacks focus in places.
2	5 – 8	Knowledge of the psychological effect(s) of custodial sentencing is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology used inappropriately on occasions.
1	1 – 4	Knowledge of the psychological effect(s) of custodial sentencing is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- institutionalisation – leads to lack of autonomy, conformity to roles and a dependency culture
- brutalisation – prison acts as school for crime, reinforces a criminal lifestyle and criminal norms, leads to high recidivism rates, approx 70% of young offenders re-offend within 2 years
- prevalence of psychological problems and psychiatric disorders in prison populations, eg higher incidence of mental illnesses such as depression, anxiety, self-harm, suicide, low self-esteem, eg Zimbardo's study demonstrating psychological effects of imprisonment
- labelling leads to loss of social contacts, reduced employability, all affecting recidivism rates
- answer could offer positive psychological effects resulting from opportunities, treatment, rehabilitation, remorse etc.

Credit other relevant psychological effects.

Possible discussion points:

- problem of cause and effect – difficult to show that problems are due to imprisonment, eg prisoners with psychiatric conditions may have problems before they are institutionalised
- prevention is better (Harrower 2001) avoids labelling and negative consequences of prison
- need for selectivity – only 8–10% of criminals commit 50% of crimes (Peterson 1981)
- alternatives, eg community sentence better for low-risk offenders (keep job and social contacts)
- counter-arguments re usefulness of custodial sentencing, eg justice is seen to be done, limits danger to public, possible reform, opportunity for new skills / training
- general arguments against custodial sentences, eg do not deter, given to appease public, simply acts as retribution.

Credit other relevant discussion points.

Only credit evaluation of the methodology used in studies when made relevant to discussion of the psychological effects.

5

(a) **AO1 = 2**

Possible content:

- Notion that offending depends on the norms/values of the offender's social group
- Offending is more likely to occur where social group values deviant behaviour

2 marks for a clear and coherent outline

1 mark for a vague/muddled outline

(b) **AO3 = 2**

Possible limitation:

- Only evidence in correlational
- Findings could also be explained through heritability
- Offenders may seek out people with criminal values

2 marks for a clear and coherent outline

1 mark for a vague/muddled outline

6

AO2 = 4

Content:

- Median is 34.5 for Group A ($32 + 37/2$) and 50.5 for Group B ($45 + 56/2$)

1 mark for each accurately calculated median

Plus

2 further marks for explaining that the median is used because the level of measurement is not interval – ratings data with units of variable size.

Level	Marks	Description
4	13 – 16	Knowledge of biological explanations of offending behaviour is accurate and generally well detailed. Discussion is thorough. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.
3	9 – 12	Knowledge of biological explanations of offending behaviour is evident. There are occasional inaccuracies. Discussion is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge of biological explanations of offending behaviour is present. Focus is mainly on description. Any discussion is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge of biological explanations of offending behaviour is limited. Discussion is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Possible content:

- Genetic explanations, focusing on ‘criminal’ genes such as the MAOA gene (which controls levels of brain serotonin) linked to criminal aggression
- Brain pathology explanations, possibly linked to genes and/or early abuse; examples include the relationship between psychopathy and abnormalities of frontal lobe and amygdala function
- Credit biological aspects of Eysenck’s theory – cortical underarousal

Possible discussion points:

- Evidence from MZ/DZ twin studies and family studies looking at genetic factors
- Findings support a genetic involvement in criminal behaviour but concordance rates in MZ twins are not high and leave plenty of room for non-genetic environmental factors
- Brain scanning studies that show pathology in brains of criminal psychopaths, but cannot conclude whether these abnormalities are genetic or signs of early abuse
- Some evidence from genome-wide association studies for particular genetic factors linked to criminal psychopathy, but little replication
- Counter-evidence for environmental factors in offending behaviour; socio-economic status, social learning theory
- General nature of 'offending behaviour' – some specific forms may be more 'biological' than others eg physical aggression

Credit other relevant information.

8

Please note that the AOs for the new AQA Specification (Sept 2015 onwards) have changed. Under the new Specification the following system of AOs applies:

- AO1 knowledge and understanding
- AO2 application (of psychological knowledge)
- AO3 evaluation, analysis, interpretation.

(a) [AO1 = 2, AO2 = 2]

AO1

Up to two marks for knowledge of relevant roles of custodial sentencing. Given the context, students are most likely to focus on **deterrence** (individual and / or general), **retribution** or possibly **incapacitation**.

Deterrence - seeing / experiencing the negative consequence means that the offending behaviour should be avoided in the future; prison as negative reinforcement; avoidance learning; vicarious learning - seeing peers go to prison; punishment acts such that negative consequences will be avoided in future.

Retribution – society exacting revenge for unacceptable conduct.

Incapacitation – sending to prison removes the offender from society, putting the offender out of action.

Maximum 1 mark for simply naming two relevant roles.

Note: Do not credit **reform** as there is nothing relevant to reform in the stem.

AO2

Up to two marks for brief discussion of the two roles presented. For full marks students must comment briefly on each role. Relevant discussion points include: recidivism rates indicate prison does not deter (approximately 70% of young male offenders re-offend within two years); exacting retribution does not change the offender's behaviour (alternatives to prison may be better than straightforward punishment, eg restorative justice); retribution often occurs as a result of the political imperative to appear to be tough on crime; incapacitation is only temporary in most cases; even people in prison can continue to commit crime so incapacitation is not complete.

(b) [AO1 = 2, AO2 = 2]

AO1

Up to two marks for knowledge / outline of anger management programmes. Likely content includes: Novaco's 3 stages of cognitive preparation (recognising own feelings of anger and what triggers anger), skills acquisition (learning strategies to control own anger, eg deep breathing, repeating calming mantra, counting to 10, application (practising using newly learned strategies in safe situations, eg role play of anger provoking situation). Credit description of specific programmes.

Although unlikely, credit may also be given where student makes a case for an alternative treatment being effective in this situation, (ie in relation to the stem material).

AO2

Up to two marks for discussion / evaluation. Students may focus on one issue elaborated or more than one issue in brief. Likely content includes: evidence for effectiveness in reducing anger, eg Ireland (2000); long-term v short-term effectiveness; misplaced assumption that offending is caused by anger (Loza and Loza-Fanous (1999); focus on cognition as opposed to changing behaviour; need for trained personnel.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Evidence is present. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

Marks for knowledge of Eysenck's theory of criminal personality. Credit any of the following: personality is innate; we inherit a type of nervous system that predisposes us to offending; personality varies along three dimensions – neurotic – stable, extravert – introvert, psychoticism; typical criminal type is the neurotic-extravert; neuroticism leads to unstable, unpredictable behaviour; extraversion is due to chronically under-aroused nervous system which leads to sensation seeking; extraverts do not condition easily and do not learn from mistakes; high psychoticism – cold, heartless offender; high NE scores in delinquent population, eg McGurk and McDougall (1981).

AO3

Marks for discussion / analysis / evaluation. Likely discussion points include: alternative explanations used to evaluate Eysenck's theory, eg how biological explanations in part support Eysenck's theory about neurological differences between offenders and controls; alternatives to the idea of a unitary type, eg Moffitt (1993) proposed four distinct types; incompatibility with modern personality theory, eg the 5 factor model (Digman, 1990) which emphasises role of other dimensions, eg conscientiousness and agreeableness, it is possible to have a high E and N score and still not offend; basis for the model is in the EPI; reliability and validity issues re EPI; inability to infer cause and effect; determinism and the implications of Eysenck's emphasis on heritability and inevitability; reductionism and the need to consider wider influences, eg society; Eysenck's theory in the historical context as anti-liberal; relevance to eugenic ideal; links between Eysenck's traits and other explanations for offending, eg psychoticism and brain structure / function. Credit evaluation of evidence where used to discuss theory.

Credit use of relevant evidence, eg (McGurk and McDougall, 1981), (Farrington et al. 1982).

10

[AO1 = 2]

Up to 2 marks for a biological explanation for offending. Likely content: genetics / heritability – DNA, pro-bands, concordance rates, degrees of relatedness, evidence eg twin / adoption studies; atavistic form – offenders as genetic throwbacks; somatotype theory – the mesomorph characteristics; neurological explanations – role of the limbic system and amygdala; the maturation retardation hypothesis; reduced pre-frontal lobe volume; chromosomal explanation – XYY theory and testosterone.

One mark for a brief outline (not just naming).

Two marks for an elaborated outline.

11**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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AO1

Marks to be awarded for knowledge of recidivism and ways of dealing with recidivism. Credit any of the following: information about recidivism rates / recidivism data; custodial sentencing and its aims; alternatives to custodial sentencing eg restorative justice programmes, tagging, community service etc; treatments for offending eg anger management, behaviour modification etc. Credit knowledge of relevant evidence eg anger management (Feindler et al 1984; Ireland, 2000) and behaviour modification (Hobbs and Holt, 1976; Cohen and Filipczak, 1971; Cullen and Seddon, 1981); studies of effects of custodial sentencing (Zimbardo (1971, 1973); alternatives to custodial sentencing eg restorative justice (Sherman and Strang, 2007; and tagging (Cassidy et al, 2005).

AO2/3

Marks are to be awarded for discussion of ways of dealing with recidivism and engagement with the issues raised in the stem. Content will vary according to information used for AO1 but may include issues such as the following: effectiveness of custodial v non-custodial approach; strengths and limitations of custodial and non-custodial approaches; treatment generalisability beyond the treatment situation; ethical issues eg treatment as control rather than reform; suitability and appropriateness of the treatment / method of dealing with for varying types of offender; how well the treatment or way of dealing with the offender meets the aims of punishment (ie reform, deterrence, retribution, incapacitation); discussion of the needs of the individual and the needs of wider society; use of recidivism statistics; practical implications such as the need for / availability of trained personnel; use of evidence; comparison between the different strategies for dealing with offenders. Credit use of relevant evidence. Credit evaluation of evidence only where used to discuss ways of dealing with recidivism.

12

(a) **[AO1 = 1]**

Official statistics (or similar eg police statistics)

Note: can identify by name, example or description.

(b) **[AO1 = 1]**

(Offender) self-report (accept specific examples of offender surveys eg OCJS)

Note: can identify by name, example or description.

(c) **[AO1 = 1]**

Victim surveys (accept BCS)

Note: can identify by name, example or description.

13**Marks for this question: AO1 = 6, AO3 = 10**

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Comparison is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Comparison is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any comparison is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Comparison is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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AO1

Marks for outline of two explanations (can have two explanations from within one category eg two biological).

Likely content:

Biological explanations – genetics; twin / adoption evidence; neurological mechanisms eg amygdala, frontal lobe volume / activity, brain maturation retardation hypothesis (APD); chromosomal XYY; credit also early theories such as atavistic form and somatotype.

Eysenck: combination of high neuroticism and high extraversion; psychoticism.

Psychodynamic: role of the superego; types of criminal superego (Blackburn 1993); maternal deprivation (Bowlby 1951); role of defence mechanisms.

Social learning theory: modelling; vicarious reinforcement; observation; imitation; differential association theory (Sutherland 1939).

AO3

Marks for comparison of the two explanations. Points will depend on the explanations chosen but might include: determinism – biological versus environmental determinism; reductionism; relative ability to explain certain types of crime better than others; role of parents and wider society; implications eg blame and opportunities for reform; quality of evidence for each explanation; theoretical foundations.

Credit use of evidence where relevant to explanations.

14

[AO1 = 2]

Up to 2 marks for relevant description of Eysenck's theory of the criminal personality.

1 mark for noting that the criminal personality is the neurotic-extravert type.

Plus 1 further mark for any valid point eg type of nervous system that pre-disposes us to offend is inherited; trait of psychoticism (cold, unfeeling) was a later addition; neurotic = unstable and extravert = sensation-seeking / outgoing; extroverts have chronically under-aroused nervous system; extroverts do not condition easily.

15

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- AO3 evaluation, analysis, interpretation.

[AO2 = 4]

Up to 2 marks for each criticism explained. 1 mark for a brief point, 2 marks for a point that is elaborated / fully explained.

Likely criticisms: oversimplification to say all offenders are of the same type - may be more than one type – Moffitt proposes at least 4 types of offender eg adolescent limited, adult starter etc; emphasises the importance of just two personality factors which conflicts with recent personality theory eg 5 factor model; inconsistent evidence that offenders have high E scores; high psychoticism not often correlated with high E and N scores; implications or saying criminality is innate.

16

[AO1 = 2]

1 mark for each role outlined. Likely answers:

- deterrence – puts the offender off offending again, and also puts off other potential offenders
- retribution – a way for society to exact revenge / get its own back
- rehabilitation / reform – aims to make the offender into a better person.

1 mark for two named but not outlined.

Marks for this question: AO1 = 6, AO3 = 10

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Evidence is clear. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Evidence is presented. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.
	0	No relevant content.

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AO1

Credit knowledge of anger management as a treatment for offending – reference might be made to: a type of cognitive therapy devised by Novaco (1975); involves three stages; cognitive preparation where offender learns to recognise anger and recognise triggers to anger; skills acquisition where techniques are learnt to control / reduce anger response eg self-talk, deep breathing etc; application practice where anger situations are roleplayed and new skills are used.

Possible studies include: Ireland (2000); Ireland (2004); Feindler (1984); Law (1997); Loza & Loza-Fanous (1999).

AO3

Possible content includes: effectiveness of anger management eg rates of improvement whilst in custody and / or effect on recidivism; appropriateness for different types of crime – offenders are not all angry; likelihood of generalisation outside controlled environment; only suitable for individuals who will maintain a level of effort and commitment – many will not; can only be used where trained specialists are available and they often are not; this type of treatment can be usefully continued outside of custody eg on probation; may result in enhanced personal effectiveness; comparison with other ways of dealing with offenders eg behaviour modification, restorative justice etc.