NAME:	MARK:
	/ 50
	%
	Grade:

UNIT ASSESSMENT: CRIMINAL PSYCHOLOGY

1. 'Crime is an act against law'. Explain one problem of defining crime in this way.

> Most people break the law at some point in their lives, like smoking before the age of 18 for example. But this doesn't put a young smoker into the same category as a murderer. Maybe it should be "any act against the law that is done to purposely harm another being."

2. Briefly outline how a psychologist would decide whether someone had a criminal personality or not.

> They would look at the traits of a person. Eg are they impulsive? Are they overoptimistic? Do they lack in feelings of guilt? These kind of traits are what add up to the criminal personality.
>
> The psychologist could use the Eyesnck Personality Inventory (EPI) a written test used to measure characteristics such as empathy.

.... **[2]**

3. **(a)** Identify the control condition in Cooper and Mackie's (1986) study into the effects of video games on aggression in children.

    A   maze-solving

    B   problem-solving

    C   puzzle-solving

    D   question-solving

Your answer   **A**   **[1]**

(b) Identify a way the sample used in Cooper and Mackie's (1986) study was unrepresentative.

    A   only included boys

    B   only included children from America

    C   only included children from Australia

    D   only included girls

Your answer   **B**   **[1]**

(c) Identify a strength of the procedure used in Cooper and Mackie's (1986) study.

    A   consent was gained from the children's class teachers.

    B   consent was gained from the children's doctors.

    C   consent was gained from the children's head teachers.

    D   consent was gained from the children's parents.

   D

4. Eysenck devised a Criminal Personality Theory.

(a) State what is meant by extroversion in relation to criminal behaviour.

Example of a 2 mark answer:

Extroversion is characterised by sociability/ talkativeness/assertiveness/excitability. (1) People who score highly on extrovert measures are more likely to act anti-socially in situations where the opportunity presents itself. (1) [2]

Other appropriate statements should be credited.

(b) A psychologist wanted to investigate the neuropsychology involved in extraversion.

Outline one way she could carry out her investigation.

Examples of a 2 mark answer:
- *She could look at the reticular activating system of extroverts (1) to see if it is different from introverts (1).*
- *She could use a brain scan (1) to investigate the dopamine activity of extroverts (1)* [2]

(c) Outline **one** criticism of Eysenck's theory.

Examples of a 2 mark answer:
- *The theory suggests that personality traits are stable and consistent across situations, yet people can show very different personality characteristics in relation to different types of crime (1). For example, a person who commits fraud will show very different scores on the neurotic, extroversion and psychoticism scales from a person who commits murder (1).* [2]
- *The theory merely identifies certain characteristics that may link to criminality; it does not inform us why individuals commit criminal acts (1). The theory tells us that rapists and child abusers are extrovert, neurotic and psychotic but it does not explain why they rape or abuse children (1).*

5. Outline the process of synaptic transmission.

Examples of a 1 mark answer:
- *Neurotransmitters are released by neurons (1)*
- *Neurons bind to receptors (1)*
- *Receptors are activated by neurotransmitters (1)*
- *Synaptic transmission is communication between two neurons (1)*

Examples of a 2 mark answer:
- *Neurotransmitters are released by the pre- synaptic neuron (1) and bind to the receptors of a post-synaptic neuron (1)*
- *Synaptic transmission allows the communication between neurons (1) through the release of neurotransmitters which bind to receptors (1).*
- *Neurons release neurotransmitters (1) which bind to and activate the post-synaptic neuron (1). Other appropriate descriptions should be credited.*

6. The table below shows crime figures for town X.

Table showing the total number of crimes reported in town X

Crime type			
	Violent	Drug related	Acquisitive
Number of crimes reported over a year	20	15	35

Using the table above:

(a) Sketch a bar chart to represent the crime figures for town X.

Crime Figures for Town X
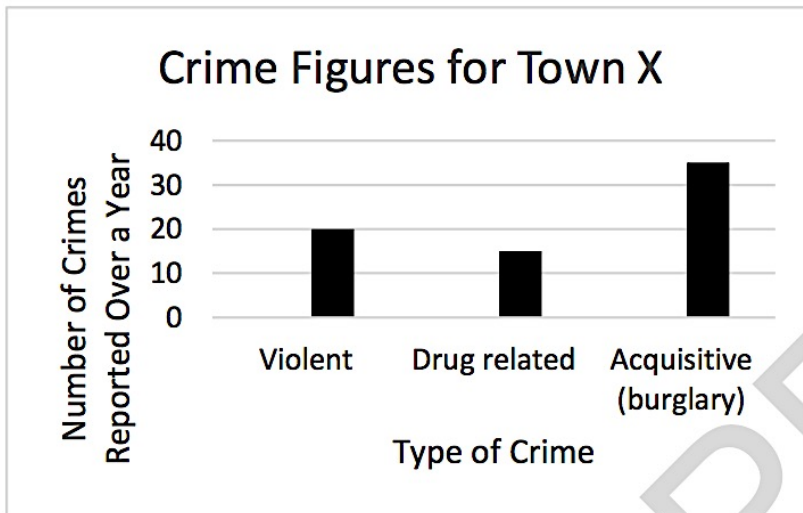
Qu. 6(a) marker's comments

1 mark for correctly titled graph.

1 mark for Y axes being correctly labelled.

1 mark for X axes being correctly labelled.

1 mark for correct plotting of data.

[4]

(b) Identify which type of crime would give the modal class.

1 mark for identifying 'acquisitive'.

..[1]

(c) Name **one** other type of crime that may not have been reported in town X.

1 mark for the appropriate type of crime not represented in the given table.

Most likely answers will be:
- anti-social
- sexual.

..[1]

Qu. 6(c) marker's comments

Mark is awarded for type of crime only. Do not accept examples of crime, e.g. murder.

7. Participants in Heaven's (1996) study into personality and delinquency completed questionnaires which included rating scales.

   (a) Explain **one** strength of questionnaires as used in this study.

Examples of a 2 mark answer:
- A strength of questionnaires is that they make it easy to keep responses anonymous (1). None of the names of the participants/students were published (1). ....
- A strength of questionnaires is that they can be used to access a large number of respondents at the same time (1). They allowed the study to have a large sample making findings generalisable (1).
- A strength of questionnaires is that all participants are asked the same questions (1). It was therefore **[2]** easy to make comparisons between people/students (1). Other appropriate explanations should

   (b) Explain **one** way that the procedure of Heaven's study could be improved.

Examples of a 2 mark answer:
- a limit of the study is that it had a biased sample (1) to improve, they could carry out the investigation in more than one country (1) ....
- a limit of the study is that it had a biased sample (1) to improve that could use state schools as well as independent schools (1) ....**[2]**
- the study had limited choices on closed questions (1) to improve, the research could widen the rating scale (1) Other appropriate explanations should be credited.

8. Heaven decided to use a longitudinal study in his research. **Explain the difference between a cross-sectional study and a longitudinal study**.

Longitudinal study:_____

A study carried out over a period of time looking at the same group of people.
_____
_____

Cross-sectional study:_____

A study carried out at one point of time and comparing distinct groups of people.
_____ **[2]**

9. Describe how restorative justice can help to reduce acquisitive reoffending.

The aim is to encourage offenders to take responsibility for the harm they have caused and to agree on ways to repair the harm and damage caused. If an offender can be made aware of the impact of their crime e.g. burglary/robbery, on the victim(s), they may be less likely to re-offend.

Examples of a 2 mark answer:
- *An offender acknowledges the impact his/her crime has caused, so they don't rob/burgle in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1).* **[3]**
- *Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for what they have done (1)*

Examples of a 3 mark answer:
- *An offender acknowledges the impact his/her crime as caused, so they don't steal in the future (1) and to make amends by agreeing to behaviours suggested by the victim (1). If an offender can be made aware of the impact of taking items from the victim(s), they may be less likely to re-offend (1).*
- *Restorative justice enables victims to meet or communicate with their offender to explain the real impact of the crime (1). The aim is to help offenders take responsibility for taking other peoples' possessions (1). If they can find a way to make amends, they may be less likely to rob/steal/burgle in the future (1).*

Qu. 7(a) comments
1 mark for identifying an appropriate strength of questionnaires.

1 mark explaining the strength of questionnaires as used in Heaven's study.

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 7(b) comments
1 mark for identifying an appropriate limitation of the study

1 mark for a suggested improve

Maximum 1 mark only if no link to Heaven's (1996) study is made.

Qu. 8 comments
2 marks for an accurate definition of cross-sectional study.

2 marks for an accurate definition of longitudinal study.

Qu. 6 comments
1 mark for outlining restorative justice.
1 mark for making a link between the method of rehabilitation and acquisitive offending.
1 mark for a fully developed description of how restorative justice may reduce the likelihood of continued acquisitive offending.

1 mark only if not linked to acquisitive reoffending.

10. Outline and evaluate the Social Learning Theory for Criminal Psychology.

The Social Learning theory suggests that criminal behaviour is **learned** and therefore down to **nurture. (1)** Children identify their **ROLE MODELS** (e.g. parents, siblings etc.) through a process called **IDENTIFICATION. (1)** They **OBSERVE** their role models and if rewarded for their criminal behaviour then the child may wish to **IMITATE** this behaviour; this is called **VICARIOUS REINFORCEMENT (1)** For example, a brother stealing and being able to buy nice things might encourage the child to imitate this. **(1)**

This theory also suggests that an individual may be punished for an action, however if they experience **DIRECT REINFORCEMENT** by receiving similar rewards, they have incentive to continue the behaviour. **(1)** The behaviour is strengthen through continual reinforcement, a process called **INTERNALISATION**, which means that they will now engage in criminal behaviour regardless of consequences. **(1)**

For the first 4 marks, you need to outline the theory fully and your written expression is accurate.

4 marks: includes the SIX key points in pink below.
3 marks: includes 4-5 key points
2 marks: includes 3 key points or 4-6 points that are underdeveloped.
1 mark: includes 1-2 key points or points that are not explained.

....

....

....

For the final 4 marks, you need to explain TWO limitations/criticisms of this theory with examples and/or elaboration.

3 marks: 2 criticisms with underdeveloped examples
2 marks: 1-2 criticisms with no examples
1 mark: some mention of criticisms but are underdeveloped

- **Social Learning Theory only focuses on the role of nurture, ignoring the role of nature in explaining criminal behaviour.** Some psychologists have argued that there is a 'criminal gene', and that without an inherited tendency to commit crime, people cannot learn to be criminals. It might be that nature and nurture have to interact before someone becomes a criminal.

- **The theory does not explain how criminal behaviour starts in the first place.** Even if we accept that each generation of criminals has learned its behaviours from the previous generation, there has to be a point at which criminal behaviour first began. Social Learning Theory does not tell us about the origins of criminal behaviour. Why and how did the 'first wave' of criminals come to commit crimes?

- **The theory does not account for people who turn to crime, even though they have not been exposed to criminal role models.** Evidence suggests that there are individuals from law-abiding families with good upbringings who unexpectedly commit crimes. In some cases, this is better explained by nature; some of these offenders may have parts of the brain that do not function normally.

- **If Social Learning Theory is correct then it should be easier to reduce crime.** If criminal behaviour is strengthened through reinforcement, then it should be reduced by receiving punishment and seeing others being punished. However, many people still commit crimes despite seeing the negative consequences, or re-offend after they have been punished themselves. This might suggest that it is in their nature to be criminal; it is something that cannot be changed and therefore was not learned.