

L3 Lead Examiner Report 2001

January 2020

**L3 Qualification in Forensic
and Criminal Investigation**

**Unit 7: Applications of Criminal
and Forensic Psychology (20151K)**

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January 2020

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Unit 7: Applications of Criminal and Forensic Psychology (20151K)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	0	8	17	26	36

Introduction to the Overall Performance of the Unit

The learners' answers exhibited a range of abilities with some learners showing an inconsistent standard across the whole paper. There is an improvement in consistency from the 1901 and 1906 series, however, there are still areas of the unit that candidates are not performing as well on.

There was a general improvement in Activity 2 and 3a, however, a poorer performance on Activity 3b than expected. There was also not the expected improved performance on Activity 1.

The majority of the learners showed a competent literacy skill - the overall quality of written communication was good and subsequently only a minority of responses were difficult to read. There were very few cases of poor handwriting for markers to follow which was very positive.

Some responses indicated good preparation of candidates by centres; good understanding of the questions; good interpretation of case studies and a high degree of literacy. It would be good to see future improvements across all questions based on the feedback in this examiners report.

Individual Questions

Activity 1. Discuss two different psychological approaches which you could use to explain Philip's behaviour. In your answer you must make reference to:

- one biological approach which could help explain Kevin's behaviour.
 - one non-biological approach which could be used to explain Kevin's behaviour.
 - at least two named psychological studies
 - case study 1 and table 1 to help
- (20 marks)

Learners were generally able to link a biological and non-biological explanation to the case study. However, many learners provided more than the one approach for each that is stated in the question. This meant that students often wrote too briefly about many explanations rather than focusing on one biological and one non-biological. As the case study was broad it meant that there were multiple possible explanations. This mean that whilst most students provided correct explanations, they were not done in enough detail to allow. It was good to see many learners attempt MOAO. Additional information was offered in the case study to support learners to explore this explanation and it was good to see that many learners were able to.

Most learners provided at least some logical links to the case study and provided at least one named study. There was a significant number of learners who provided two named studies. Learners showed flexibility here, using two studies on one approach when they found it difficult to identify one for the other approach. This is acceptable as the question requires two named psychological studies rather than one for each approach. Centres had taken on board the information provided as part of Sample Learner Marked Work and the last LE Report and had used a range of appropriate studies to prepare learners above and beyond those identified on the specification. Some weaker learners confused a study with a theory. For instance, Bandura's Bobo Doll Study would be used as a study to support the Social Learning Theory which may be a non-biological explanation. Stronger learners were able to use the studies used to develop their argument for the approach they were discussing with comprehensive links made to the case study. This synthesis of understanding in the highest performing learners was good, however, generally they were still limited due to the number of explanations provided limiting their ability to have enough material in depth to synthesise.

There was not the expected improvement in candidate's ability to integrate the material provided by the table into their answers. Learners appeared to find this

more difficult than the 1906 series. Stronger learners that were able to access higher bands on this trait provided a more convincing, detailed interpretation of data, typically linking it to supporting Philip's experience rather than supporting explanations, with a small number of learners linking the data with the case study and theory.

In the response shown below the candidate has used inappropriate material from Unit 5 and has overall provided very limited creditworthy material. They have attempted to use the data, although have not used data points. Whilst they have shown some engagement their work is very generic and does not show psychological understanding. As such they have scored 2 marks, Band 1.

Activity 1

Discuss **two** different psychological approaches which you could use to explain Philip's behaviour. In your answer you must make reference to:

- **one** biological approach which could help explain Philip's behaviour.
- **one** non-biological approach which could be used to explain Philip's behaviour.
- at least **two** named psychological studies
- **Case study 1** and **Table 1** to help support or challenge the two psychological approaches chosen.

You should spend 50 minutes on this activity.

(20)

A Left-realist approach to explain Philip's behaviour would argue that Philip's poor upbringing is reason why he's behaving like this. It says 'his parents did not challenge his anti-social behaviours as a child'. This means he was never given any consequences for his actions which might give him the idea that what he's doing is okay.

Philip admits that his father used to hit him and his mother, events like this in a child's life ~~can~~ could completely de-sensitize violence for the child. The ~~one~~ child may now think violence is okay because his father, who's ~~parent~~ actions will rub off on Philip because most sons look up to their Dad.

Table 1 supports this as Males seem to always have more aggression which can help ~~was~~ explain why Philip's Dad is violent and explain why Philip is violent himself, he's

a male that's been a victim and witnessed ~~the~~ domestic violence his entire childhood so it's not a surprise all this witnessed violence has had an affect on Philip.

There is a theory which suggest people are born as more violent/primitive then others. This would help explain Philip's behaviour as his father is a violent man, Philip will have alot of similarities with his father genetically. Philip's male bloodline may just carry violent/primitive genes where others dont.

High scoring learners demonstrated comprehensive and accurate knowledge and understanding of psychology approaches and made sustained and comprehensive links to the case study. They were able to make judgements using the named studies and provided a detailed interpretation of the data/information provided, using this as supporting evidence. They showed an ability to develop an argument that synthesised their understanding.

This candidate has access 18 marks and is in Band 4. This candidate has provided a detailed interpretation of the table consistently linked to the case study and used as supporting evidence.

Activity 1

Discuss **two** different psychological approaches which you could use to explain Philip's behaviour. In your answer you must make reference to:

- **one** biological approach which could help explain Philip's behaviour. - Genes, testosterone, Brain damage
- **one** non-biological approach which could be used to explain Philip's behaviour. - Bandura, Social learning
- at least **two** named psychological studies - Tiihonen, Raine, Bandura
- **Case study 1** and **Table 1** to help support or challenge the two psychological approaches chosen. - Genes instead.

You should spend 50 minutes on this activity.

(20)

One biological approach to explain Philip's behaviour could be possible head trauma. Within the brain, there are key components that are involved in aggression, empathy and our responses to certain situations. The pre-frontal cortex is involved in emotional response and impulsive behaviour, the amygdala is involved in empathy and anxiety, whilst the hippocampus is used for memory. If a person has brain abnormalities, and these areas are dysfunctional, then it can lead to a person being socially inept, unable to respond as they should, like Philip. Instead of thinking rationally, the case study tells us that he starts fights often "third time in a month" and that he broke a boy's nose.

Evidence in the case study helps to backup this idea, whereby we are told that Philip's dad used to beat him and his mother. If this was a regular occurrence, then it is possible it caused some head trauma to Philip. Raine conducted a study, in which he did

brain scans on 71 prisoners, finding that those convicted of violent offences, or having anti-social personality disorder, had reduced function in the prefrontal cortex. Furthermore, a second psychological study was carried out by Moffitt, who compared ~~psy~~ criminal psychopaths to non-psychopaths. He stated that the criminal psychopaths had reduced function in their amygdala when compared to the non-psychopaths. This evidence could be used to say Philip may have reduced brain function in his prefrontal cortex and amygdala, due to beatings, which have caused him to adopt violent behaviour.

However, evidence from the case study that ~~does not support~~ ^{challenges} this is the fact that the doctor may believe the cause is in Philip's genes instead. We do not know if he actually suffered brain trauma, or whether that is the reason for his behaviour. The case study mentions that they believe Philip could possess the warrior gene, known as MAOA-L. As well as that, Philip could also have the CDH13 gene, which is also linked to violent behaviour. Tiitonen studied both of these genes, ~~finding~~ stating that those with both the MAOA-L and CDH13 gene were 13x more likely to commit violent offences. If Philip is found to have these genes from tests, then it is highly likely they are the explanation of his criminal behaviour.

One non-biological approach to explain Philip's behaviour could be Bandura's Social Learning Theory. This states that a person's behaviour can be heavily influenced by what they see someone else do, along with the consequences resulting from their actions. For instance, if someone does an activity with no consequences, then another person who sees it is more likely to do the same. However, Bandura stated that ~~although~~ there are several things someone needs to copy behaviour, including means and motivation. For example, an elderly woman may see a gymnast's routine and become inspired to do the same, but due to her health, she does not have the means to replicate the behaviour. The case study tells us that Philip witnessed his father, a role model (meaning he'll have a greater influence), act violently towards him and his mother, which could be why Philip behaves violently towards other students.

To test his theory, Bandura did a study using a Bobo Doll, whereby children watched adults of each gender play differently with the doll, with different consequences. The results showed that the children would behave violently towards the doll if they saw an adult do the same with no repercussions. This is called vicarious reinforcement, so the children believed their actions are okay, the idea is reinforced, because they saw an adult do the same with

no punishment. However, if punishment was involved, the children tended to not copy the violent behaviour. Table 1, which are the results from an experiment conducted by Ross, Ross and Bandura back-up this information. The table shows that an aggressive role model causes children to be more aggressive than if the role model is non-aggressive, both verbally and physically. For instance, girls had an aggression score of 5.5 with an aggressive female role model, compared to 2.5 with a non-aggressive female role model. The results also show that boys are significantly more aggressive when they have an aggressive male role model in comparison to non-aggressive. A score of 25.8, in comparison to 1.5 when the role model is non-aggressive. Because Philip's dad was an aggressive male role model, as the case study tells us, this puts Philip at in the most at-risk position to be violent. It is possible that Philip is behaving this way because it is how his father behaved around him.

Further evidence that Philip's dad's behaviour is the reason for Philip being violent could be shown in a study conducted by Osborne and West. They showed that ~~sons of non-criminal~~ 13% of sons of non-criminal fathers had convictions, compared to 40% of sons of criminal fathers. Philip's dad behaved criminally when domestically abusing his family, which could explain why

Activity 2. Recommend and justify a treatment programme which could be used with Philip to try and change his behaviour. In your answer you should make reference to:

- case study 1
 - at least one named psychological study
 - the likely effectiveness of the treatment for Kevin
- (20 marks)

Learners performed at a lower level on this activity compared with 1901 series although there were general improvements in consistency across traits. More learners provided a treatment programme (more than one treatment), however, many learners were unable to provide an appropriate named study. Higher performing learners were able to provide a treatment programme, with some considering the effectiveness of this treatment and prioritising their recommendations.

Some weaker learners provided a generic response where they provided a treatment, typically appropriate, without linking explicitly to the case study or they provided a basic description of a treatment with some links without considering the other aspects of the markscheme. Generally, these learners provided a fully generic response, or one with limited application throughout all traits on the question. This limited them to the bottom band.

A significant proportion of learners found it difficult to consider the effectiveness of the treatment programme with links to the case study. This is similar to 1901 series. However, a greater proportion of learners were able to prioritise their treatment programme compared to 1901 and 1906 series.

One common area of error is that some candidates used Enhanced Thinking Skills as a treatment. Philip was not in a prison or secure environment and had not been arrested. Therefore, he was not 'within' the criminal justice system and would not be classified as an offender. Therefore, this was an inappropriate treatment. The response shown below has made this error and therefore there is no rewardable material. Some marks were given for a generic description of anger management and medication. There are no named studies and reference to effectiveness is unclear. On balance, this answer is a Band 1 answer and gains 2 marks.

Activity 2

Recommend and justify a treatment programme which could be used with Philip to try and change his future behaviour.

In your answer you should make reference to:

- **Case study 1**
- at least **one** named psychological study
- the likely effectiveness of the treatment for Philip.

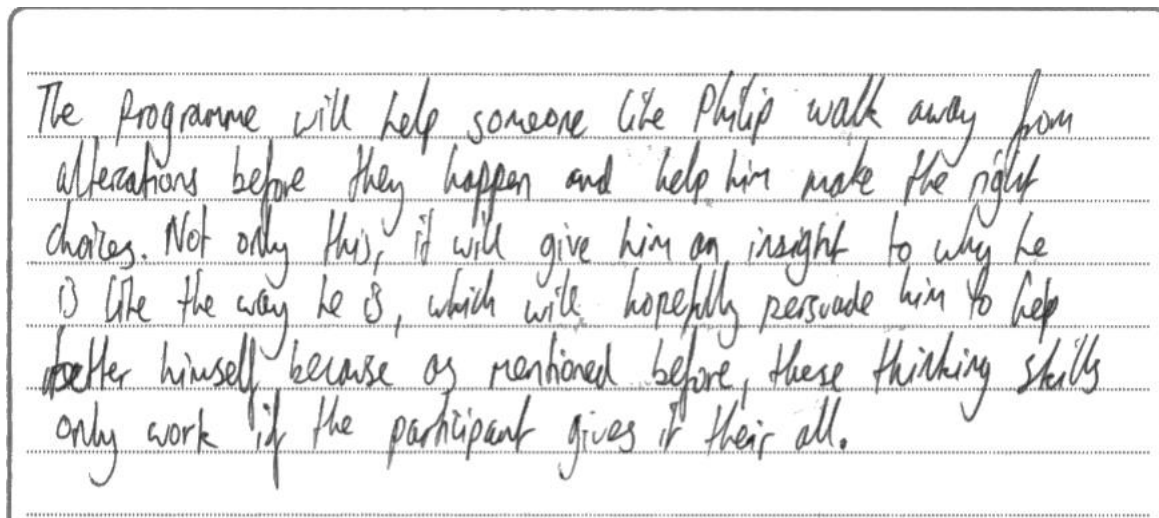
You should spend 50 minutes on this activity.

(20)

Based on the case study, there are multiple things that Philip needs to work on. He has a low mood, high anxiety, high aggression, poor concentration and most likely poor impulse control, as he gets into a lot of fights. The best treatment for him will be Enhanced Thinking Skills (ETS). This is a group of activities used in prison for offenders, but it covers a broad range of things that Philip will need to improve on. The programme branches out to many topics, like anger management. It is also usually done in a group, and role playing or group discussions will occur - this will keep it interesting for Philip as he won't want to concentrate, but if he is doing something more hands on he will be able to get involved and not lose focus. The programme covers impulse control and puts the participant in situations (hypothetical) so they can put what they learn into practice. Prison studies show that ETS works very well, but only if the offender puts the effort in. If they do, chances of reoffending are very low, showing that the programme does work, but only if the offenders

put their minds to it. ETS is usually structured in weekly sessions, starting with people identifying their weaknesses and accepting them, and then beginning to come up with solutions as to ~~to~~ better themselves. This is good for Philip as when he begins to work on his cognitive abilities he can learn to concentrate more and more which will help him when learning the other aspects of ETS. After the participants have come up with solutions, they begin to put them in place through the use of role play or other activities. This is where Philip can ~~the~~ work on his anger management and impulse control, by being put in stressful situations he can learn to keep calm and think in a rational way. From a biological point of view, this may not work for Philip; if he does have the warrior gene or XXY chromosome, he may not be able to better himself as he simply can not so instead of a physical programme he will require medication of some sort to reduce his aggression and lighten his mood.

Realistically, enhanced thinking skills are a good treatment either way as they cover multiple parts of thinking and can improve people's decision making and even their morality; in the way that Bandura's social theory shows that children are impressionable, ETS recreates through repeated roleplay situations and rewires how an offender may think. It just takes more time as they are older and less impressionable.



The programme will help someone like Philip walk away from allegations before they happen and help him make the right choices. Not only this, it will give him an insight to why he is like the way he is, which will hopefully persuade him to help better himself because as mentioned before, these thinking skills only work if the participant gives it their all.

High scoring learners were able to demonstrate comprehensive and accurate knowledge and understanding of principles behind the treatment programme with detailed justification and consideration of effectiveness linked to the case study with prioritised recommendations alongside using a named study to fully support statements.

This candidate has considered a range of treatments as part of a treatment programme including accurate principles of these treatments. They have provided knowledge and understanding of the treatments and provided justification with links to the case study. They have used a named study and considered effectiveness – they have applied this particularly well to the case study in parts. The candidate has justified their treatment programme with some prioritisation – this candidate needed to strengthen this area to gain full marks. Their use of studies could also have benefited from being consistently supported. This candidate has scored 18 marks in Band 4.

Activity 2

Recommend and justify a treatment programme which could be used with Philip to try and change his future behaviour.

In your answer you should make reference to:

• Case study 1

- at least **one** named psychological study
- the likely effectiveness of the treatment for Philip.

- AM - Keen, Ireland, Howells
- Risperidone - Le Blanc
- CBT - Aaron Beck, primal thinking
- R&R, Hollins.
- Diet, Appleton, Gasch et al

You should spend 50 minutes on this activity.

(20)

For Philip, I would recommend a treatment programme consisting of Anger Management, Risperidone, a Reasoning and Rehabilitation course (R&R) and a change in diet. The reason I chose Anger Management is because the case study tells us that Philip loses his temper in school, causing him to start fights and throw chairs. An Anger Management class would help Philip identify possible triggers within school, and then practising responses other than anger. These techniques would be practised in a roleplay situation, in a safe environment, to help Philip learn how to behave. Keen stated that Anger Management had positive affects overall, and Ireland showed that 92% of offenders on Anger Management showed improvement in at least one area on a questionnaire. However, Howells ~~study~~ conducted a study on Anger Management, showing it had no significant difference to those who didn't take it. Despite this, it was still positive and completers gained a better understanding of anger management.

I have chosen R&R to go ~~alongside~~ on this programme because Philip may not be violent due to anger. Reasoning and Rehabilitation will help Philip with critical thinking and interpersonal social skills. The case study tells us that Philip is the one starting the fights, which may be due to him being socially inept. R&R will enable Philip to learn how to act differently, instead of violent, in social situations. Techniques can be practised through roleplay, such as setting up classroom scenarios. Furthermore, the case study informs us that Philip has been fighting older kids on the playground, so the R&R may help teach Philip to avoid these situations completely. Reasoning and Rehabilitation is a form of Cognitive Behavioural Therapy, originally ~~de~~ Aaron Beck is known as the father of Cognitive Behavioural Therapy, stating it is a method of helping those with the mindset of 'primal thinking'. He would see Philip ~~has~~ having 'primal thinking', resorting to violence in social situations, and would hope that the R&R course would enable him to develop the social skills needed to behave correctly at school and around others.

Because the case study tells us Philip is 14, I have suggested Risperidone as a treatment. It is used in youth with personality disorders, such as ADHD, to help them control their behaviour. The case study tells us his

parents may have missed signs of personality disorders in him, which he may now have. Risperidone will help Philip control his behaviour, but it is only a short-term method, and should be removed from the programme at a later date. This is because Le Blanc et al found serious side effects for the use of Risperidone, including weight gain and breast development. This could lead to Philip getting bullied, which would hinder any progress and lead to further aggression.

Finally, I have chosen a change in diet for Philip, as a healthy diet has been shown to significantly improve behaviour. Gasch et al carried out a study that showed an improvement in vitamins and minerals in a diet also improved a person's behaviour. A case study to back this up would be Appleton Alternative Highschool in America. All the children were delinquents, with vandalism and weapon issues throughout the school. A police officer was always on campus. However, a 4 year diet plan was introduced, with the removal of sugary drinks and food. Results showed the students behaved much better, with exclusions and most offences dropping to 0. ~~The~~ A healthier diet improves serotonin levels, which is a neurotransmitter involved in making you happy. The case study tells us Philip's mum thought he might be depressed, so a healthy diet would improve his mood and his

behaviour.

Overall, I think this treatment would be quite effective for Philip. However, Anger Management and Risperidone only have short-term effects, whilst Hollins et al showed that Cognitive Behavioural Therapy methods showed no statistical difference to control groups. Despite this, results are never negative, so the outcome is likely to be positive for Philip. The effectiveness also depends on how motivated Philip is. Research shows that the greatest effect is on completely motivated to change. If Philip is motivated, then the effectiveness of this programme will be high, as it tackles all angles and gives Philip the knowledge and skills to behave differently. If he is not motivated, then the programme will only be somewhat effective, as he will still gain important knowledge and a healthy diet will still benefit his mood and health, even if he isn't motivated for the programme.

(Total for Activity 2 = 20 marks)

Activity 3a. Complete the offender profile template using the information given in Case Study 2. Consider at least six features you would highlight as being significant. (12 marks)

Learners were typically able to provide some relevant features with stronger learners able to provide 6 relevant features. There was a significant improvement in performance on this question with learners being able to provide more relevant features with evidence compared to 1901 entry.

On occasion some weaker learners' continue to use words such as 'age', 'sex', as profiling features which appeared to be quoted from the specification rather than appropriately considering what would be included in an offender profile which was similar to last series. Some learners were able to be more specific and higher performing learners accessed Band 3.

Highest scoring learners were able to provide relevant features and consistently provided evidence from the case study showing an ability to synthesise and integrate knowledge.

The response below has scored in Band 4 – 12 marks. The candidate has identified relevant features and given good evidence for these. This is a strong response.

Activity 3a

Complete the offender profile template using the information given in **Case study 2**.
Consider at least **six** features you would highlight as being significant.

You should spend 30 minutes on this activity.

(12)

Profiling feature:

Most likely to be one offender.

Evidence from the case study:

One name for calling, the other for visiting. The appearance is always described similarly, same car. Only one person ever enters the premises.

Profiling feature:

The offender lives locally - 10 mile radius.

Evidence from the case study:

The case study tells us that all victims are within a 10-mile radius, with the local police putting out a warning for people in that particular order. Means the offender is a marauder, not a commuter.

Profiling feature:

The offender is male - 20s/30s

Evidence from the case study:

Victims tell us a man comes to their home, "Jim and Simon". Likely to be this age because of the times, someone older in work would be unavailable at 2pm-4pm on a weekday.

Profiling feature:

Offender ~~person~~ most likely has a weekend job, or part-time that requires them on weekends.

Evidence from the case study:

Always on a weekday, never the weekend, suggesting they're busy. Furthermore, 2pm-4pm suggests they may work mornings or evenings some days, with flexible part-time hours.

Profiling feature:

Most likely to have average-high intelligence

Evidence from the case study:

Socially adept, able to have tea in victim's home. Smart enough to put on a character in front of victim. Specifically targeted victims, offender aware of who is most vulnerable. Offences are planned.

Profiling feature:
Most likely to be middle-class.

Evidence from the case study:
Offender has a nice "shiny car", wears a suit to victim's house. Well-spoken and convincing, having a cup of tea. Working class are unlikely to have these items.

(Total for Activity 3a = 12 Marks)

The response below has scored in Band 4 – 12 marks. The candidate has identified relevant features and given good evidence for these. This is a strong response.

Activity 3b. Assess the usefulness of using the offender profile you have created in supporting the work of the police.
(8 marks)

Learners continue to find this question particularly challenging. It was good to see that centres had used the Sample Learner Marked Work and feedback from 1901 to prepare learners to assess the usefulness of the offender profile they had created rather than assessing usefulness of offender profiling generically. Most learners did apply their assessment to their offender profile. Some weaker learners provided a generic assessment with very isolated reference to their profile. There was a general theme that learners evaluated their features individually without considering their profile more holistically.

Higher performing learners were accessing Band 2 and bottom of Band 3 with the biggest differentiated of 'thorough' knowledge required for Band 3 and providing a balanced assessment – very similarly to 1901. Very few learners accessed Band 3. This band required learners to consider more the one element of the aim of profiling to provide a balanced, well-developed and thorough answer. It would be helpful if centres could prepare learners to consider more than one of the elements here to increase the number of marks accessible. Whilst some learners begun to do this, overall, narrowing down suspects is the most commonly described.

Learners are likely to be require additional preparation by centres to enable them to have a fuller understanding of the range of usefulness of offender profiling considered in the specification to enable them to access all bands on this question.

In the response shown below the candidate has provided little evidence of application between the offender profile they created and its usefulness to police. It is instead a generic assessment of offender profiling. It has also only considered one of the aims of offending profiling further limiting the marks accessible. There is some creditworthy information meaning that the candidate is able to score 2 marks, the top of Band 1.

Activity 3b

Assess the usefulness of using the offender profile you have created in supporting the work of the police.

You should spend 20 minutes on this activity.

(8)

Offender profiling is used to narrow down suspects and help aid the police in their investigations. Additionally, it is also used to help predict where the next crime is going to be committed. The profile that I have created is useful due to the fact that it includes profiling features such as their age, where they live and what social class they are from.

However, it can be wrong. An example of this would be the Rachel Nickells case where an offender profile was created and they arrested Colin Stagg and he was convicted. The police had arrested the wrong person and that led to the actual offender, Robert Napper, to carry on killing. Eventually, a trail of other crimes were committed leading to the arrest of Robert Napper where he was then found guilty for the death of Nickells.

colin stagg was then released.

Likewise, offender profiling also has its usefulness to police investigations. An example being the 'Railway Rapists'. In this case, a profile was created by David canter that lead to the successful conviction of John Duffy, who fit 12 of the 17 profiling features that ~~were~~ were created by Canter. Additionally, Canter created the circle theory that ~~sp~~ referenced to geographical profiling as ~~in~~ the theory was made up of 2 groups, maurades and commuters. I have made reference to this in my offender profile.

Geographical profiling ~~is~~ relates and is a part of the 'bottoms up' approach that is used ~~is~~ in the UK. In 2000, Rossmo created a computer system that linked offenders and their locations of the crimes and used a stratigic colour code in order to determine the ~~the~~ likeliness of where the offenders are going to strike next.

Lastly, my offender profile could have many correct and strong aspects, however one falsely made ~~one~~ profiling feature could lead the the wrong person being arrested. For example they could have a criminal record but the blood that was found on the brick could have ~~been~~ belonged to the one person who doesn't have one.

Profiling has strengths and weaknesses, but it is balanced.

(Total for Activity 3b = 8 marks)

TOTAL FOR TASK = 60 MARKS

There were very few higher scoring learners overall. Some of the higher performing candidate were able to assess their profile in relation to how it had been useful and how it had not been useful. They were able to use this assessment to make an overall judgement on its usefulness to police. They were able to display a well-developed and balanced assessment that considered their offender profile usefulness however they rarely did this in relation to more than one of the aims of profiling.

Learners should be prepared to consider the usefulness of their offender profile in relation to:

- Narrowing down suspects
- Predicting future crimes
- Interviewing techniques

Summary

Based on their performance of this paper, learners should:

- Read the question carefully, including all the requirements, to ensure they provide a response that means they are able to access all available marks
- Ensure they have adequate knowledge of a range of named studies linked to the content outlined on the specification so that they are able to include them within their responses
- Ensure they have a wide enough knowledge and understanding of the explanations in the specification for Activity 1 to enable them to apply an appropriate explanation to the case study.
- Understand the difference between a description of an offender and profiling features
- Have a clear understanding of the main 3 aims outlined in the specification of offender profiling
- Manage their time effectively. The paper is worth 60 marks across 4 questions. Learners should be aware that the first half of the paper is worth two thirds of these marks and should prioritise their time accordingly

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