

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Centre Number

Learner Registration Number

Pearson BTEC
Level 3 Nationals
Extended Diploma

--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

Wednesday 23 January 2019

Time: 3 hours

Paper Reference **20151K**

Forensic and Criminal Investigation

Unit 7: Applications of Criminal and Forensic Psychology

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** activities.
- Answer the activities in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** activity are shown in brackets
– *use this as a guide as to how much time to spend on each activity.*

Advice

- Read each activity carefully before you start to answer it.
- Try to answer every activity.
- Check your answers if you have time at the end.

Turn over ►

P61502A

©2019 Pearson Education Ltd.

1/1/1/1/1/1/1




Pearson

Instructions for Learners

Read the set task information carefully.

You are advised to spend 30 minutes reading through all the stimulus material in the set task carefully.

You must use the stimulus material to complete the activities in the set task.

You may add your own notes to the stimulus material before starting the activities.

Plan your time carefully so you can finish all the activities.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Set Task Information

Forensic psychologists offer explanations to other professionals in the criminal justice system for why an offender may commit a crime. They may also recommend treatment programmes to change offender behaviour. Forensic psychologists work with the police to create offender profiles to narrow down the number of possible suspects, support interview techniques and prevent further crimes.

Activity 1: Psychological approaches of behaviour.

You should spend 50 minutes on this activity.

Use **Case study 1** and **Table 1** to complete this activity.

(Total for Activity 1 = 20 marks)

Activity 2: Treatment programme to change future behaviour.

You should spend 50 minutes on this activity.

Use **Case study 1** to complete this activity.

(Total for Activity 2 = 20 marks)

Activity 3a: Offender profiling.

You should spend 30 minutes on this activity.

Use **Case study 2** to complete this activity.

(Total for Activity 3a = 12 marks)

Activity 3b: Assessment of an offender profile.

You should spend 20 minutes on this activity.

(Total for Activity 3b = 8 marks)

TOTAL FOR TASK = 60 MARKS



Set Task

You must complete ALL activities within the set task.

Please do not write answers outside the spaces provided.

Use **case study 1** and **table 1** to complete Activities 1 and 2.

Case study 1

Lee and Jackson are identical (monozygotic) twins, aged 15. After the twins were born their mum found it difficult to form an attachment with them. Their father was in prison because he had attacked a man in a pub. Their mum struggled to look after the boys on her own. The boys were often left for a whole week with different family members. During this time they did not see their mum.

When the twins were five years old, their mum left them alone overnight to go away with her boyfriend. She said she needed some time away from the boys as she was struggling to look after them because they wanted too much time and attention from her. Social workers decided the twins were at risk so the boys were removed from their mother's care and placed in foster care.

Over the last 10 years, the twins have been moved between five different foster homes. The twins are now living with their foster carers, Louise and Sanjay. The boys have lived with Louise and Sanjay for the last three years.

The twin's previous foster carers had asked social workers to find the boys a new home because Jackson was becoming more aggressive and had hit their foster mother. He also stole £150 from them to buy computer games. Lee was upset that they had to move again because he liked the foster carers and he was doing well at school.

Since they moved, Lee has become more aggressive. Over the last year, he has been given cautions by the police for violent behaviour and shoplifting. Three months ago he was arrested again for violent behaviour. He was sent to court and given a Youth Rehabilitation Order to receive treatments to reduce his offending behaviour.

Louise and Sanjay are really worried about the change in Lee's behaviour. Louise is convinced that because Jackson is also aggressive, Lee must be behaving in this way because they are identical twins and share the same DNA. Sanjay believes that it is because of their early childhood experiences.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Table 1: Offending by children who have been in foster care compared to all children in 2013

	Boys	Girls	Total
Number of foster children aged 10-17 years in the last year	16,800	13,040	29,840
Number convicted for a crime in the last year	1,300	530	1,830
Percentage of foster children convicted for a crime during the last year	7.8%	4.0%	6.1%
Percentage of all children aged 10-17 convicted for a crime during the last year	1.9%	0.4%	1.2%

(Source: Adapted from: Department of Education. Outcomes for Children Looked After by Local Authorities in England, April 2014)



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.





Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(Total for Activity 1 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



Lined writing area with horizontal dashed lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.

(Total for Activity 2 = 20 marks)



Use **case study 2** to complete Activity 3.

Case study 2

There has been a series of attempted kidnappings of babies in a local park in Thorndale, a town in the North of England. Six separate attempts have been reported to local police in the last month and three of these attempts were in the last week:

- All the attempts have happened on a weekday between 12:30-2:30pm in the afternoon.
- All the parents were visiting the park with a young child and a baby under four weeks old.
- Each baby was in its pram at the time of the attempt.
- The attempt to kidnap the baby was made when the parent was away from the pram helping their other child.

The parents of the babies reported visiting the park at least twice every week around the same time of day. They reported having talked, several times before the attempt, to a woman wearing a thick coat. They thought the thick coat was unusual as the weather was warm. They said that the conversation was mainly about the woman being towards the end of her pregnancy. The parents all assumed that because the woman was in the park, she must have had a child with her. However, none of them saw her with a child. The parents described the woman as having brown hair, being of medium build and being about five feet six inches tall.

The parents said that when they turned around from helping their other child they found that the woman they had previously spoken to was carrying their baby away. When each parent challenged the woman, she said "I was just walking the baby to stop them crying". None of the parents heard their baby cry. Each time, the woman then quickly apologised and walked away alone.

The park has CCTV cameras with a good view of the area, but none of the CCTV cameras filmed the face of the woman. In the film from the CCTV cameras, she was identified from the back by the coat she was wearing. The police found fingerprints on the pram but the fingerprints cannot be matched to anyone in the police database.

None of the babies were harmed.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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:

.....
.....

Evidence from the case study:

.....
.....
.....
.....

Profiling Feature:

.....
.....

Evidence from the case study:

.....
.....
.....
.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Profiling Feature:

.....

.....

Evidence from the case study:

.....

.....

.....

Profiling Feature:

.....

.....

Evidence from the case study:

.....

.....

.....

Profiling Feature:

.....

.....

Evidence from the case study:

.....

.....

.....

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Profiling Feature:

.....

.....

Evidence from the case study:

.....

.....

.....

(Total for Activity 3a = 12 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



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)

Area with horizontal dotted lines for writing.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Large writing area with horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



P 6 1 5 0 2 A 0 2 3 2 4

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE

