Indicative Content – Summary Version (Results)

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Pearson BTEC Level 3 Nationals in Forensic and Criminal Investigation

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

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Unit 7: Applications of Criminal and Forensic Investigation

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Indicative Content Summary (to be used alongside the set mark scheme)

Please note that the set Mark Scheme for Unit 5 Applications of Criminology, which contains the marking grid, can be found separately in the Content Support section on the website [here](#). This document remains the same throughout the lifetime of the qualification and is to be used in conjunction with the indicative content released per series.

Activity Number	Summary Indicative Content
1	Activity 1 requires learners to discuss different approaches to Lee's behaviour, and there are a variety of explanations learners could use. These are the most likely. **Biological Approach** *Twin Studies (Section A1)* - Lee and Jackson are monozygotic (MZ) twins, sharing 100% of their genes. Jackson also offends, which suggests there is a link between Lee's behaviour and genetics. - Christiansen (1977) examined over 3500 twin pairs in Denmark and found that MZ male twins had a concordance rate of 35% for criminal behaviour compared to 13% for dizygotic (DZ) twins. Female twins had a concordance rate of 21% for MZ versus 8% for DZ twins. - Lee and Jackson are male MZ twins. There is a higher chance that Jackson will get in trouble with the police as well as Lee than if they were DZ or female twins. - Offending rates are higher for MZ twins, however they are still low suggesting that there are other factors, e.g. environmental, that influence criminal behaviour. - Other twin studies, e.g. Bock & Goode (1996), found that genetic factors significantly influenced whether individuals were ever arrested after age 15. **Non-biological Approach** *Social Learning Approaches (A3) – Maternal Deprivation and Parenting Bowlby – 44 Juevinelle Thieves* - Attachment theory states we are born with an innate need to attach to a main attachment figure. - A child needs a close bond with just one attachment figure. A breakdown in this maternal attachment would lead to serious

- negative consequences, e.g. affectionless psychopathy.
- Lee's mother left him with different members of the family while he was young, so she may not have given him the warm, consistent bond that he needed.
- Long-term consequences of maternal deprivation may be delinquency and affectionless psychopathy. This might be why Lee commits crime because he hasn't developed empathy / show concern for others.
- Bowlby's 44 Juvenile Thieves found that 17/44 thieves had experienced early prolonged separation from their mothers before five years. 15 of those 17 had no guilt or remorse (affectionless psychopaths). Two of the non-thieves had the same separation.
- There is a link between disruption to attachments in the first five years and later maladjustment like criminal behaviour.
- Table 1 shows that 7.8% of all foster children were convicted for a crime in the last year compared to 1.9% of all children. Children in foster care are more likely to have committed crime in the last year.
- Lee is a foster child so he is more likely to have committed a crime than a child who has not had a disruption in attachment, supporting Bowlby's theory of maternal deprivation.
- Table 1 shows that boys are more likely to commit crime – boys 1.9% compared to 0.4% of girls. This is also the same for children in foster care – 7.8% boys and 4.0% for girls. Lee is at more risk than if he were a girl in foster care.

Behavioural Approaches (A4) - Modelling

It is anticipated that learners may be able to identify that Lee's behaviour has been affected by modelling. Learners may provide points such as:

- Social Learning Theory (SLT) states that most behaviour involves learning through modelling. It states there are four stages: Attention: a person observes and pays attention to the behaviour; Retention: they remember the behaviour; Reproduction: they reproduce the behaviour; Motivation: they are motivated to reproduce the behaviour due to a reward.
- Bandura's Bobo Doll Experiment (1961) found that children who viewed an aggressive model were more likely to behave aggressively towards the bobo doll, compared to the group of children who did not view an adult acting aggressively.
- Lee has seen his brother get involved in criminal activity (attention); he has then remembered this behaviour. Lee has then reproduced the behaviour because he has seen Jackson gain a reward from committing criminal behaviour, for example having money to buy computer games.
- Lee may have also seen parental role models commit crime, or receive rewards, so it may not just be that Lee has learnt from Jackson.

Activity Number	Summary Indicative Content

2	Activity 2 requires learners to recommend and justify a treatment programme, and there are a variety of treatments that may be appropriate. These are the most likely. (Note that the question requires a treatment programme – learners with the highest marks are likely to combine more than one approach.)
	
	Cognitive Therapy (C1)
	
	• Cognitive therapy includes counselling, which can help Lee understand his thoughts and feelings. It may also help him understand the impact of his past experiences on his offending behaviour.
	• It may help him draw links between his thought processes and offending behaviour, which may change his future behaviour in similar situations.
	• Beck (1999) Prisoners of Hate suggests that Lee may be experiencing cognitive distortions that help him manage negative emotions that may arise from his offending behaviour.
	• Counselling may help Lee reduce his offending behaviour.
	• A mindfulness-based cognitive approach will help Lee to develop self-awareness and tolerate difficult emotions. It will also help develop empathy, which Bowlby stated could be underdeveloped when a child has experienced maternal deprivation.
	
	Anger Management Programmes (C2)
	
	• Anger management, such as CALM, aims to change the way an offender thinks and acts.
	• There are three stages:
	  o Cognitive preparation – the offender is encouraged to identify their triggers and reflect on past behaviours. For Lee, this will include thinking about what made him angry before he committed the assault and what his triggers may have been.
	  o Skill acquisition - offenders are taught a range of techniques and skills to avoid triggers and deal with situations differently. Lee will be taught ways he can control his own emotions rather than being controlled by them, for example counting to 10.
	  o Application practice – offenders practise their new skills by role play. Lee will role play an emotional situation with his therapist using his new skills.
	• The therapist will then positively reinforce successful strategies.
	• Howell et al. (2005) aimed to see whether anger management is more effective than no treatment. He found that there was more improvement in controlling their anger for the treatment group (by 1.5) than the control group (0.5).

	• Howell also found that there was more improvement in their understanding of anger (1.8) compared to the control (0.95). *Learners may also use other behavioural treatments; drug treatment or diet.*

Activity Number	Summary Indicative Content
3a	Learners may identify a range of features from Section B1. They need to provide specific evidence from the case study to support their choice. Profiling feature: A profiling feature may be that the perpetrator is female. Evidence from case study: All the victims described the perpetrator as female. Profiling feature: A profiling feature may be that the perpetrator has a school age child. Evidence from case study: The perpetrator was comfortable talking to other parents and only visited the park during school hours. This may be because they had to pick up their child from school. Profiling feature: A profiling feature may be that the perpetrator lives in the local area. Evidence from case study: The perpetrator had evaded facial recognition on all the CCTV cameras, therefore must have known where they were. The perpetrator also visited the park regularly so must have lived nearby. Profiling feature: A profiling feature may be that the perpetrator is of high intelligence. Evidence from case study: The perpetrator has taken measures to avoid detection, for example noting where CCTV cameras are and keeping her back to them. Profiling feature: A profiling feature may be that the perpetrator is unemployed or works shifts. Evidence from case study: The perpetrator attends the park during the day and therefore doesn't work normal office hours. Profiling feature: A profiling feature may be that she is under 45.

Evidence from case study: She is, or is pretending to be, pregnant so must be of childbearing age.

Profiling feature: A profiling feature may be that she doesn't have a criminal history.

Evidence from case study: Her fingerprints were not found in the police database.

Profiling feature: A profiling feature is the frequency of the crime committed.

Evidence from the case study: There have been six separate attempts over the last month, three in the last week, which shows that her behaviour is escalating.

Profiling feature: A profiling feature may be the consistency of her behaviour pattern.

Evidence from the case study: She has been talking to parents previously and says the same thing when confronted, which shows consistency of behaviour.

Learners may provide a range of responses. There are no clearly wrong answers, and their response should be credited when it is plausible in line with the case study.

Activity Number	Summary Indicative Content
3b	Learners will use a variety of elements from Section B to assess the usefulness of offender profiling. Typically, this will be focused on section B2, although they may draw on elements from B1. **Useful** • The pattern of crime indicates that the perpetrator is female, has a school age child and lives in the local area. This will significantly narrow the range of suspects and help police identify the perpetrator. • Canter's geographical profiling is based on scientific processes including statistical analysis. Profiling that the perpetrator lives within close parameters of the park would be reliable and make the profile useful. **Not Useful** • Offender profiling is educated guesswork and may lead to reduced resources focused on finding the real offender. • This profile narrowed down the suspects to a common

demographic in the local area so it is not useful as it doesn't narrow the profile significantly.
- The offender may not have high intelligence. There are indicators that the crime is impulsive and a plan is not fully developed. For example, how she will leave the park with the baby, indicating that the profile is not accurate.

Judgement

- It is not helpful as it doesn't narrow the suspects down. However, it shows consistency of offender behaviour, which enables police to predict future crimes. The offender always attends the park alone, sits on a bench and talks to a parent. This is helpful as it will help identify the suspect if the police covertly observe at the location.
- The profile suggests the offender lives in the local area. It may help police target canvassing of this specific area, enabling them to identify a person matching the description of the offender.
- Overall, it may not be helpful as the suspect doesn't attend the park on the same days. The frequency of crime committed has been escalating, police are now able to identify a clearer pattern and surveillance could be put in place to apprehend the offender. The profile indicates that she will commit another crime within the next few days.
- As the profile suggests high intelligence, the police could prioritise resources on covert surveillance, which may be more successful. As she is less likely to adapt her behaviour.
- The profile will help police develop interview techniques for when they apprehend the offender and is therefore useful in a variety of ways.

Learners will give a range of answers. Credit answers that consider the usefulness of the offender profile they have created.

Generic answers on the usefulness of offender profiling should be reflected in marks given.