L3 Lead Examiner Report 1906

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L3 Qualification in Forensic and Criminal Investigation

Unit 7: Applications of Criminal Psychology (20151K)

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A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

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Unit 7: Applications of Criminal Psychology (20151K)

Grade	Unclassified	Level 3			
		N	P	M	D
Boundary Mark	**0**	**8**	**17**	**27**	**37**

Introduction to the Overall Performance of the Unit

The learners' answers exhibited a range of abilities with most learners showing an inconsistent standard across the whole paper.

There was a general improvement in Activity 2 and 3a, however, a weaker performance on Activity 1 than expected. Learners had applied an inappropriate biological explanation meaning that they were not able to access all of the available marks.

There was a difference in the performance of the learners overall impacted by a high proportion of resit learners. Higher overall marks were achieved by learners at their first sitting.

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 learners by centres; good understanding of the questions; good interpretation of case studies and a high degree of literacy. It is particularly good to see an improvement in most of the areas highlighted on the last LE report.

Individual Questions

Activity 1

Discuss two different psychological approaches which you could use to explain Kevin'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 non-biological explanation to the case study. However, many learners were unable to identify and link an appropriate biological explanation. Learners across all levels found it difficult to identify an appropriate biological study as an explanation of Kevin's behaviour. It was anticipated that learners would focus on hormonal links to aggressive behaviour. Many learners attempted to use XYY as an explanation. This was disappointing given that this would not be an appropriate explanation for Kevin's behaviour as the appropriate seeds were not in the case study. This meant learners found it difficult to draw links. It is important that learners avoid using a pre-prepared response to explain a case study. Learners should have a good understanding of the range of explanations on the specification and be able to select and then apply this knowledge to the case study to explain the individual's behaviour.

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 less able learners confused studies or talked about a theory instead of a study, for example, Bowlby's Theory of Attachment rather than his '44 Juvenile Thieves' study. 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 imbalance in the response caused by the inappropriate selection of biological explanation.

There was an improvement in learner's ability to integrate the material provided by the table into their answers. It was positive to see so many learners accessing a range of bands on this trait. 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 Kevin'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 learner has identified XYY as the biological explanation which is incorrect therefore, they have only provided one side of the argument limiting their overall mark as they have not fully answered the question. Their non-biological explanation has been linked to the case study and provides a clear explanation. There are references made to named psychological studies with some links drawn. The learner does not integrate the data provided in the tables, instead, they have added a limited statement at the end of their response. This has limited them to a low Band 1 on this trait. As they have made minimal use of the data from the table, and only one explanation is creditworthy this limits their opportunity for synthesis of understanding. There is some synthesis and therefore the learner can access middle of Band 1. On balance, this answer is Band 2, at the bottom, gaining 6 marks.

Activity 1

Discuss **two** different psychological approaches which you could use to explain Kevin'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, figure 1 and figure 2** to help support or challenge the two psychological approaches chosen.

You should spend 50 minutes on this activity.

(20)

A biological approach that could explain Kevin's behaviour is his levels of testosterone. Studies have shown that increased levels of testosterone in the body lead to aggressive and violent behaviour, as well as a lack of empathy. For example, Theilgaard's study on The Criminal Gene from 1984 looks at the validity of XYY syndrome causing criminal behaviour. XYY Syndrome is present in males who are born with an extra Y chromosome. In her study, Theilgaard performed blood test, personality and intellect test, and interviews on 30,000 men from the prison population. The results found that males with XYY syndrome were over-represented in the prison population, showing some validity in the link between XYY syndrome and criminal behaviour. However, the blood tests used in the study were of a low scientific quality due to the

study being performed in 1984, when no better blood tests would have been available. Also, the intellect and personality tests that Theilgaard used were subjective ones, so they may not carry much evidential weight. The study was also heavily biased due to it taking place in a prison on people whos many of whom were convicted of violent crimes.

If Kevin had XYY syndrome, then his levels of testosterone would be higher than that of the average male due to the extra Y chromosome allowing his body to produce more testosterone. This would then lead to increased aggression and a lack of empathy. This This is seen in the case study as Kevin's violent behaviour leading to a man being hospitalized, and his lack of empathy is seen in the fact that he punched and kicked the man repeatedly, seemingly showing no regard for the damage he was causing.

A non-biological explanation for Kevin's behaviour would be Asch's conformity theory. Since Kevin met Darren, Kevin may have seen Darren as a role-model of who he wanted to be like due to his self esteem issues that were due to his smaller body and the

the bullying that resulted from it. Kevin may have wanted to join in the bodybuilders so that he didn't feel smaller or lesser than others who may look down on him. When Darren offered the anabolic steroids to Kevin, it is possible that Kevin took them, not only to improve how he felt about himself, but to fit in and conform with Darren and the other bodybuilders. Asch's conformity theory suggests that people will conform to a group in order to fit in, whether for personal gain or to avoid conflict. In this case, the theory may be applied to explain that Kevin took part in making fun of the smaller men in the gym to fit in with the group, and to reassure himself that he wasn't small or less fit than them.

Figure 1 links to the biological explanation of Kevin's behaviour because his testosterone would have increased when he was taking the anabolic steroids. The steroids also increased Kevin's aggression, possibly acting as a contributing factor to the aggression exhibited when he attacked the man.

High scoring learners demonstrated comprehensive and accurate knowledge and understanding of psychology approaches (aside from biological explanation) 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. Due to the challenge of the biological explanation less learners were able to achieve Band 4.

Below is a response which scored 12 marks and is in Band 3, however, it is a good example of a Band 4 response for use of data. This learner 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 Kevin'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, figure 1 and figure 2** to help support or challenge the two psychological approaches chosen.

You should spend 50 minutes on this activity.

(20)

One biological reason for Kevins behaviour could be testosterone levels in his body from taking anabolic Steroids. He had began to take the Steroids when he had met Darren at the gym who continued to tell him how much he had 'grown' which ~~ment~~ meant that Kevin would want to continue taking them Anabolic Steroids are not a natural form of testosterone, and they elevate testosterone levels higher than what your body produces them at which can cause a number of side effects. There have been Studies on how anabolic Steroids affect someone ~~done by Maddock~~ and the Study ~~with~~ has Shown to prove that upon taking anabolic Steroids their levels of aggression has increased which has concequently made those that take the steroids have mood Swings.

The idea that testosterone and anabolic steroids can cause aggression is further be supported by figure 1. figure 1 is the results of a study on 592 users of anabolic steroids. Out of the 592 people who took the steroids 39% of them recorded having higher levels of aggression and 39% of them said they experienced mood swings. figure 1 supports the idea of Kevins behaviour by due to anabolic steroids further by explaining why his relationship failed. The study conducted for figure 1 also shows that out of 592 users, 53% of them experienced a change in their sex drive. In the case study, it was shown that Kevin had not had sexual a sexual relationship with her anymore. This could be due to the possible change in his sex drive from the anabolic steroids.

Figure 2 may show why Kevin wanted to continue using the anabolic steroids once he had started. The case study states that as a child Kevin had been bullied by classmates for his size - the anabolic steroids had changed his size and had made his apperance bigger. In figure 2 it shows the importance of

taking anabolic Steroids to a person ranked by eee mean. The first ranked is to improve body image which is likely to be a reason on why Kevin took the Steroids in the first place as in university Kevin had gone to the gym to become a fitter. In figure 2 the Second most valued point is for non-competitive body building however Kevin has been competing in body building contests which means that taking anabolic Steroids for this reason is unlikely and not valued to Kevin. In the case study it also mentions how building muscle has increased his confidence which means that the first point on figure 2 is likely to be why he took the Steroids

One Non-biological reasoning for Kevins behaviour could be Self-fulfilling. As a child, he was bullied, however his mother would say they were jealous of how 'perfect' he was. Kevin may have taken his mothers words to heart because when he was realised that the anabolic Steroids were making him a more 'perfect' version of himself, he continued to take them.

Maddon conducted an experiment on this and called

it the self-fulfilling prophecy. He got a gathering of young teens and their parents and used drinking alcohol as his aim. He asked the parents of the children on how much do they believe their child would drink over the course of a year. Maddon found out that the teens who's parents had said their children would drink a lot, did.

Maddons theory can suggest why Kevin took the anabolic steroids because from an early age the he had heard that he was 'perfect' from his mother, so upon the first opportunity he got, he strived to be perfect. Darren then ~~fuelt~~ fueled the idea of becoming perfect by ~~say~~ telling Kevin at how far he had come.

Activity 2

Recommend and justify a treatment programme which could be used with Kevin 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 showed improvement on this activity with more learners providing a treatment programme (more than one treatment), with most learners able to provide an appropriate named study. Centres and learners had taken on board the 1901 LE Report and it was pleasing to see an improvement here. Higher performing learners were able to provide a treatment programme, considering the effectiveness of this treatment and prioritising their recommendations.

Some less able 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 series.

In the response shown below the learner has shown some understanding of a treatment, however, this does not constitute a treatment programme as they would have needed to provide more than one treatment. This also impacts on their ability to justify an appropriate treatment programme and provide prioritisation. A named study has been stated however it has not been clearly described. Learners are expected to show good knowledge and understanding of the study they choose. It is good to see this learner draw links to the case study. On balance, this answer is a Band 1 answer and gains 3 marks.
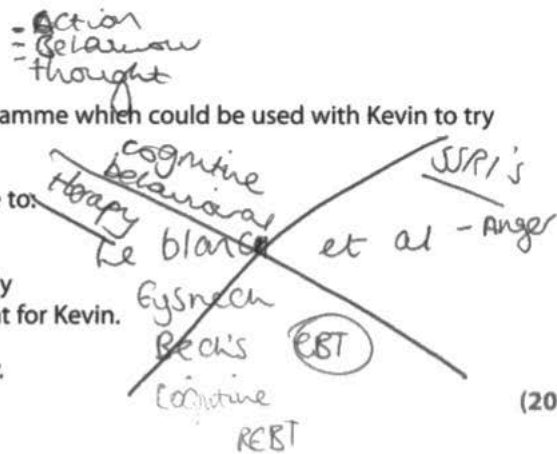
Activity 2

Recommend and justify a treatment programme which could be used with Kevin 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 Kevin.

You should spend 50 minutes on this activity.

(20)

Handwritten annotations: - Action - Behaviour - thought; cognitive behavioural therapy; Le blanc et al - Anger; SSRI's; Eysneck; Bech's CBT; Cognitive REBT

Case Study 1 makes it evident Kevin has increased anger and irritability due to the fact he takes anabolic steroids and wants to be better than other people. This is clear from his behaviour towards other gym-goers and eventually to the man he assaulted who is now in intensive care. Le Blanc et al Studied anger in people and how to manage it using rehabilitation.

I think a treatment programme that would be useful for Kevin to use would be Bech's cognitive behavioural therapy as it outlines behaviour as an action of a thought and how to change the thinking in order to change the behaviour. For instance the mitigating action of Kevin's assault was the (in Kevins mind) group of men laughing at him. - This was the trigger. This resulted in Kevin thinking and feeling angry so his violent behaviour then followed.

Cognitive behaviour therapy involves counselling in order to change the mindset. So, a therapist would make Kevin change ~~the thoughts of~~ the ~~who~~ thinking behind his actions, for instance to except admiration of his body he works hard for rather than instantly believing the person has negative thoughts about him. This then, in theory, should change his behaviour towards ~~them~~ others as he will no longer be angry at them.

This counselling begins by the patient (Kevin) making a list of all the negative thoughts they experience and works on a weekly basis to reduce these by changing the thoughts to positives.

In the response shown below the learner has shown some understanding of what a treatment programme is, however, they have shown isolated knowledge and therefore are unable to access higher than Band 1 on this trait. They have provided a named study and shown some application to the case study. They have also begun to consider effectiveness, without prioritisation. A named study has been stated however; it has not been clearly described. On balance, this answer is a Band 2 answer and gains 6 marks.

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Activity 2

Recommend and justify a treatment programme which could be used with Kevin 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 Kevin.

You should spend 50 minutes on this activity.

(20)

The treatment programme that I would recommend to Kevin in order to try and change his future behaviour would be:

- Drug abuse + alcohol.
- Cognitive behavioural therapy
- Diet

Drug abuse would be the first one that kevin should be put on in order to tackle the anabolic steroids issue. During this programme, kevin would attend a speific set of 2 hour sessions a week where he will be able to learn effective ways to 'better himself' without the need for drugs. As well as preventing him from having a relapse.

After that, Kevin would then undergo cognitive Behavioural therapy. During these sessions, Kevin would learn new techniques that will help calm him down (relaxation techniques), and will replace negative thoughts about himself (possibly due to bullying in high school) with positive ones. This treatment approach consists of a set of 2 hour sessions a week that are put into place in order to prevent relapse. Other ways CBT can help is by role playing and helping them understand how to act in a certain situation.

Lastly, Kevin would also have a change in his diet. Gnesh et al found that a lack of vitimings and minerals can lead to aggressive behaviour and irritability in people. therefore, it is possible to assume that Kevin has stopped taking vitimins and minerals as he has been taking the anabolic steriods instead, therefore assuming that he doesn't need them. In order for

Kevin to get a better diet, the prison that he is at will have to provide him with a set of special meals in order for him to be happier and healthier in prison.

Going back to the priority treatment, Drug abuse, Kevin also has been going out and getting drunk with his friends. therefore, Drugs and alcohol abuse Programme would stay as a priority due to the fact that these 2 play a huge part of his aggressiveness.

Additionally, CBT should also help Kevin realise that his friends from the gym who take steriods like him are not his friends and are only Influencing him to do bad things such as going out and getting drunk and taking drugs that he doesn't need. likewise, Kevin would only join body builder competitions in order for him to be able to see his worth. CBT would

help him recognize his worth without having to parade himself about.

Drug + alcohol abuse programes are highly effective (u) it stops people from having relapses and stops them from thinking that they can only drink. Additionally, it stops them from turning to substance abuse when something goes wrong and encourages them to speak to someone else instead.

CBT is effective in some cases but has been found to greatly reduce the rates of recidivism. It is able to recognize criminal consistancy in people and tackle their personal issues that could have been brought on from the past. In kevins case, bullying.

(Total for Activity 2 = 20 marks)

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.

The response below has considered a range of treatments as part of a treatment programme. 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 e.g. considering the impulsivity of his aggression. The learner has shown clear prioritisation. This learner has scored towards the top of Band 3 – 14 marks. There were some inaccuracies in relation to the named study, for example, blood sugar levels with omission of other information (e.g. fatty acids). The learner may have also benefited from including an additional study. To move into Band 4 they would have needed to show more accurate and comprehensive knowledge and understanding of the treatments that they recommend showing clear synthesis of this knowledge. For example, they may have considered the overall effectiveness of the full treatment programme (they begin to do this in the final paragraph but do not fully support these statements) or they may have considered the reasons for their prioritisation more clearly.

Activity 2

Recommend and justify a treatment programme which could be used with Kevin 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 Kevin.

You should spend 50 minutes on this activity.

Gesch 2002
· aim.
· so anger
    management   · 10 weekly
· cognitive therapy
    (counselling).
understanding
victim   **(20)**

Within the treatment programme for Kevin, I would prioritise anger management as an approach as the main concern for Kevin is anger and irrational/impulsive responses, so we must tackle that first. An anger management treatment course can be short, about 10 weeks/10 sessions. It consists of people who suffer with anger issues developing a new train of thought when a triggering situation arises, taking "time outs" to allow negative feelings settle and allow for rational thinking, and to put these new skills in practice during interactive role play, where theis would recreate a provoking situation and respond to it in the positive way they've learned. Kevin is shown to be acting and responding impulsively to his anger, so this treatment will encourage him to

take a step back from the situation and reflect on whether aggression would be solving any problems, in which case to answer should always be no.

The second priority for Kenn would be to put him in cognitive therapy. Within this treatment, Kenn can talk to a counceller about any potential under-lying feelings of anger, perhaps towards or regarding his ex girlfriend, Lovisa. It would also be useful for him to find new hobbies or new friends to lower his alcohol intake and drunken nights out. The counceller will help Kenn understand how the victim and the victims friends and family would be feeling. Evaluating the victim impact and developing empathy could work to ken towards Kenn being prevented and put-off offending.

The third treatment for Kenn would be to analyse his blood sugar levels, and mineral + vitamin levels so his diet can be regulated. Gesch et al (2002)

performed a study testing a sample of people on where one group had supplements and the other did not. Their anger levels were measured after 2 weeks of the supplements/placebo supplements. The aim of the study was to discover if diet lowered aggression levels. 26.4% of participants that decreased levels of aggression that had taken real life vitamin and mineral supplements had decreased levels of aggression. This study proves that a balanced and nourished diet can decrease aggression. If Kenn had a new diet and supplements along with anger management and cognitive therapy than he has optimal chances of feeling less stressed and angry and reacting in impulsive and irrational ways.

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 less able learners' stated 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 1901. Generally, learners were able to be more specific and higher performing learners accessing 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 3 – 10 marks. The learner has identified some relevant features and given good evidence for these. There are some weaker elements, for example feature and evidence number 5; with the last feature being inaccurate. We are looking for learners to consider this in relation to forensic awareness rather than the presentation here. On balance, this is a good 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:

They are marderas - They live within the
2 mile radius

Evidence from the case study:

"The Bricks were taken from a 2 mile radius of all
the crime scenes" This suggests that the group
live within this area and arent able to travel
to far which suggest that the 2 mile radius is
only sufficent for them to walk.

Profiling feature:

Teenagers - 16 + 24

Evidence from the case study:

They only carry out there attacks between
11:30pm + 1:30 am which suggests that they
are busy during the day and early evening
from school- maybe a part time Job.

Profiling feature:

Go to school which the teenagers in the family

Evidence from the case study:

All the families have teenage children which suggests that the group go to school with the teenage children and are specifically targeting them.

Profiling feature:

Racist Motivation

Evidence from the case study:

All the families are Asian. This suggest the group is carrying out the attacks down to being racist - mostly towards Asian people as they are the only ones targeted.

Profiling feature:

Don't have the intent to harm people but scare them

Evidence from the case study:

Attacks are carried out quite late at night and no individual has been harmed in all 11 attacks. This suggest that they are doing it to scare, maybe warn people.

Profiling feature:

Not known to the authority

Evidence from the case study:

Blood left at the scene wasn't matched to anyon and the fact that they have done this 12 times suggest that they arent known to police and this is why they keep doing it because so far they got away with it. **(Total for Activity 3a = 12 marks)**

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 less able 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 learner 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 learner 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 lead to the actual offender, Robert Napper, to carry on killing. Eventually, a trail of other crimes where 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 usefullness 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 created by Canter. Additionally, Canter created the circle theory that referenced to geographical profiling as the theory was made up of 2 groups, Maurades and commulters. I have made reference to this in my offender profile.

Geographical profiling relates and is a part of the 'bottoms up' approach that is used in the UK. In 2000, Rossmo created a computer system that linked offenders and their location of the crimes and used a stratigic colour code in order to determine 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 learner 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-develop 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

Llywodraeth Cynulliad Cymru
Welsh Assembly Government

Rewarding Learning