

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

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**Friday 17 January 2020**

Morning (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 ►

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### 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.

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### 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 potential 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

Philip, aged 14, has been getting in trouble at school for losing his temper in class – on one occasion he threw a chair across the classroom. He has also been in trouble for having fights with older children in the playground. Philip's teacher suggested that he started boxing at his local club to help him manage his aggression in a better way. Since joining the boxing club six months ago, Philip has formed a close bond with his instructor and his behaviour has improved significantly.

Recently, Philip started a fight with another teenager, breaking the boy's nose. This was the third time in a month that he had not followed the club rule that "fighting only happens in the ring". Philip's mum took him to his doctor as she was worried that he might be depressed and she felt his behaviour was "getting out of control". She thought that he would get in trouble with the police and be sent to a young offender's institute. Philip's doctor decided to refer him to a psychologist at the local Child and Adolescent Mental Health Service (CAMHS) for an assessment.

Below is an extract of the letter from the psychologist to Philip's doctor.

...after assessing Philip, the information shows that his parents did not challenge some of his antisocial behaviours when he was a young child. This may have resulted in Philip not having an awareness of, or care for, the impact of his actions on others. Philip said he had a difficult relationship with his dad because sometimes he used to hit Philip and his mum. This means that his first role model was violent.

Philip is an assertive young man, changeable in mood, and with lots of energy. This energy needs to be directed. He likes high risk, high energy activities, such as boxing – however, this may not be the right sport for him to manage his angry outbursts and lack of empathy for other people. Philip seems to suffer from low mood and high anxiety. These feelings may have contributed to why the fighting incidents happened.

Philip has said that school work is hard and that he doesn't think he is "bright enough". He said that reading and maths are difficult and his teachers think he is going to fail.

My opinion is that some of Philip's difficulties may be because of his personality type (this may change as he gets older) but that there may also be a biological cause. It could be that Philip's genes are causing some of his aggression. Genetic testing could be done to find out if he has a gene that causes low levels of the protein monoamine oxidase.

I would be grateful if you could investigate this possible genetic cause of Philip's behaviour so that we are able to suggest the most appropriate treatment plan for this young man.

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**Table 1:** Table showing mean aggression scores in the Bandura, Ross and Ross (1961) experiment.

Type of aggression	Sex	Female model: aggressive	Male model: aggressive	Female model: non-aggressive	Male model: non-aggressive	Control: no model
Physical aggression	Girls	5.5	7.2	2.5	0	1.2
	Boys	12.4	25.8	0.2	1.5	2.0
Verbal aggression	Girls	13.7	2.0	0.3	0	0.7
	Boys	4.3	12.7	1.1	0	1.7

(Source: Adapted from Bandura, Ross and Ross (1961))



**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.*

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**(Total for Activity 1 = 20 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.*

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Use **Case Study 2** to complete Activity 3.

## Case Study 2

### Local police begin new campaign to prevent fraud

A new campaign to prevent bank fraud has begun.

Superintendent Wigham said: "We have seen an increase in bank fraud across the area. Elderly and vulnerable people are being targeted to give payments to people pretending to be from their bank."

Norman, a 77-year-old victim of bank fraud, was contacted on his landline telephone by a man called Jim. Jim checked whether Norman had bought a laptop on the internet the day before. When Norman said he had not, Jim told him that someone had used his bank card and had spent £800 already. He told Norman that he wanted to stop the offender spending any more straight away. He said that the bank needed Norman's card to be able to track the offender so he would be able to get his money back. The man told him that he would send his colleague Simon to his home between 2pm and 4pm to collect Norman's card.

Norman said, "A nice man, wearing a suit, came round to get my card. He had a lovely shiny car. He was so nice to me. We sat and had a cup of tea and he explained that the bank would get my money back. I felt so much better. I gave him my card and he said he would call in the next couple of days and that a new card had already been sent in the post".

When Norman's new card didn't arrive, he told his daughter who contacted the police.

Superintendent Wigham said, "Norman's case was the ninth incident in November. All incidents were done in the same way and always targeted elderly people. The men always call themselves Jim and Simon. They drive the same Mitsubishi car and collect the card between 2pm and 4pm. Only one man ever goes to the victim's house and the victims all give a similar description of him. Each of the crimes have happened on a weekday and all the crimes are within a 10-mile radius.

To start our campaign to tell local residents about these crimes, we will give out packs of stickers, leaflets, postcards and posters. We will give this information to doctors' surgeries, post offices and pharmacies across the county. We hope the campaign will reduce the number of fraud victims."

The message is clear – never give out personal details or your bank card to someone you don't know.

**Avoid becoming the next victim!**

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**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:

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Evidence from the case study:

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Profiling feature:

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Evidence from the case study:

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Profiling feature:

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Evidence from the case study:

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Profiling feature:

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Evidence from the case study:

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Profiling feature:

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Evidence from the case study:

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Profiling feature:

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Evidence from the case study:

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**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.*

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**(Total for Activity 3b = 8 Marks)**

**TOTAL FOR TASK = 60 MARKS**



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