



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals  
In Forensic and Criminal Investigation (20151K)  
Unit 7: Applications of Criminal and Forensic  
Psychology

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## Introduction

This is the fourth series of the Unit 7 paper in the BTEC Forensics and Criminal Investigation specification. This external assessment requires learners to read a case study and supporting material during timed conditions and apply their understanding of theory to the corresponding material.

The examination is split into four extended response questions, each assessing part of the specification 1) psychological perspectives (20 marks), 2) treatment approaches (20 marks) and 3) offender profiling (20 marks, split into a 12 mark and an 8 mark). All four questions are marked using a levels-based approach where answers are awarded marks on a holistic basis, considering the overall quality of the answer.

Some four set questions have both explicit and implicit areas for discussion. The explicit areas are those specifically asked in the question, whereas other areas for discussion will appear in the case study or data. These implicit discussion points may include psychological approaches to crime, biological and non-biological explanations of criminality, treatment approaches of offenders and offender profiling. It is important that learners take time to examine and use all the data and information provided in order to access of the full range of marks available.

There is an expectation in this unit that learners will demonstrate the ability to make links between theoretical knowledge, use of data, a case study and research evidence (AO1, AO2). This application of knowledge and understanding provides a vocational emphasis that aims to provide a basis for future employment opportunities or study. In addition, Learners are also expected to evaluate the information presented underpinned by knowledge of criminal and forensic psychology, make reasoned decisions and judgements (AO3). Learners should be able to create an offender profile and be able to justify the effectiveness of the profile for narrowing down suspects, predicting future crimes and providing the police with useful interview techniques (AO4).

## Introduction to the Overall Performance of the Unit

The learners' answers demonstrated a range of skills across the whole paper. There was some improvement in Activity 3b from previous series and that centres had tried to implement feedback from previous examiners reports.

The candidates demonstrated that they had prepared for the examination and that they understood the nature, design and required responses for the paper. In future, it would be good to see improvements across all questions based on the feedback in this examiner report.

## Individual Questions

### Activity 1

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

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

(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 to explain Toby's behaviour.

The most common biological explanation of Toby's behaviour was XYY, however there was some misunderstanding about the nature of the theory and some students did not use this seed in order to use the data displayed within **Figure 1**. Learners should have knowledge of a range of explanations on the specification and be able to select and apply this knowledge to the case study provided and the exemplification to the individual's behaviour.

Most learners provided some links to a study – however there was a lack of depth in the knowledge and understanding of these studies. The most common study attempted was Bowlby "44 Juvenile Thieves".

The response below is in band 2 and gained 7 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 2. In the response shown below the learner has initially started rewriting the case study as notes – this is not necessary. The candidate has demonstrated some knowledge of multiple theories. There is some knowledge of the PEN personality and the candidate has attempted to link this to the case study. There is some information presented about the maternal deprivation hypothesis but is not accurate

or thorough. The explanations provided try and make reference to the case study of Toby however there are some irrelevant factors.

Trait 2 – Band 1 – There is limited reference to pieces of research.

Trait 3 – Band 0 – The learner has not integrated the data provided into their response.

Trait 4 – Band 2 – The candidate has presented an argument that demonstrates some understanding but has not presented it in a coherent manner.

**Activity 1**

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

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

You should spend 50 minutes on this activity.

(20)

Case Study

- Toby is 15 years old
  - His mum had a stroke when he was 3 months old
  - His mother felt she did bond with other Toby than his other 2 brothers
  - None of the his family members has committed crime before
  - Toby has always needed extra support and at school
  - Toby has been impulsive and he doesn't think about something before acting
  - He later joined a gang group and the boys ~~also~~ often steal and behave aggressively.
- Toby is get into breaking the law by the older boys he plays with  
He like to be praise a lot  
He steal money for his gang  
He then assaulted an old man - steal from him and hit him twice, witness reported him

### Biological Approach

According to Toby's behaviour of being aggressive and being committing crime can be described by ~~Being~~ Theilgaard's ~~They~~ <sup>Rep</sup> Research 1984

Aim - to find criminal gene

30 000 men in jail were put on test  
they were interviewed

findings ÷ ~~XXY~~ <sup>those with</sup> ~~XXY~~ XYY gene were more aggressive than the XXY ~~but~~ there were so many similarities between the 2 groups (XXY & XYY)

Toby might have an XYY gene which is a criminal gene according to Toby's behaviour he was very aggressive and this is due to testosterone in boys. And his age at 15 it is the most criminal age ~~because~~

Also Toby might have a Paranoid Personal Disorder because in the Case Study it is being said that he usually needed extra supports in his studies and also his behaviour of not thinking before he acts and also being impulsive Tendency of taking advantages of others especially her mother and the old as shown in the Case study



All his behaviour might be the Paranoid Personal Disorder

Non Biological + Eysenck Pen Model

It describes Extraversion Introversion and Neuroticism -

Extraversion behaviour - is shown when a person need external stimulation in order for that particular person to happy  
Introversion - is when one does need external stimulation for them to get themselves happy

Neuroticism - stability of one behaviour but those with high neuroticism they get into fight over simple thing because biological they are stimulation doesn't reach the threshold

So according to Eysenck's Model, Toby's behaviour can be explained in two ways - Extraversion and High in Neuroticism. The Extraversion behaviour is shown when Toby joined the gang because he needs something that makes him happy. And also he is a person who likes to be praised in the gang. Toby was led in committing shoplift because it's showing that he is in need of external stimulation which makes his character fit in the extraversion. As high in Neuroticism behaviour is shown when Toby behaves aggressively with his gang group mates and members of the public.

Also Toby's behaviour is also described as with Maternal deprivation. Maternal deprivation means the attachment of the child with their mothers at their early age 0-2 years. As for Toby, this might be the cause of his behaviour because his mother got a stroke when he was only 3 months which means they didn't have much time to bond with his mother which makes their relationship become not so good and leading to Toby's crime which are long-term effects of not getting attached to his mother.

The response below is in band 1 and gained 5 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 1 – Middle of band 1 shows some understanding of the psychological approaches, made limited links to the case study.

Trait 2 – Band 1 – There is limited reference to pieces of research.

Trait 3 – Band 0 – The learner has not integrated the data provided into their response.

Trait 4 – Band 2 – The candidate has presented an argument that demonstrates some understanding but has not presented it in a coherent manner.

**Activity 1**

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

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

You should spend 50 minutes on this activity.

(20)

One non-biological approach that could be used to explain Toby's behaviour is ~~about~~ the fact that at a young age, Toby was separated from his mother for ~~two~~ <sup>three</sup> months, meaning he was unable to bond and form a relationship most mother have a need with their child. A study showed that children that are separated from their mother's parents ~~are~~ act more aggressively and are more likely to commit crime when they are older. ~~the~~ ~~case~~ The case study shows that Toby shows increased levels of aggression and also does not listen or respect his parents, this may be due to ~~the~~ ~~events~~ the events that happened when he was young as babies are most impressionable around the age of one to three years of age and Toby was only around six months old when he was separ

Separated from his mother.

One biological approach that could be used to explain Toby's behaviour could be that he may possess the XYY gene. The XYY gene is when males have higher testosterone levels, a male hormone that is used for many things around the body such as muscle growth, than ~~the~~ ~~the~~ the average male. They also tend to show signs of lower IQ and seem to be dumber than average. Toby has been showing signs of anger and aggression by shouting at his mother and being impulsive in his actions. Further more he is struggling at school, unlike his brothers, and also seems less intelligent over all. Toby is also the first person to commit a known crime in his family and is also very impressionable shown by his joining and doing everything from theft to assault for them that he would never have done a year ago.

## Activity 2

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

(20 marks)

Learners showed some knowledge and understanding of treatments that aim to change behaviour, however there was little evidence of a treatment programme (more than one treatment).

There were some generic responses where candidates provided an appropriate treatment without linking explicitly to the case study or they provided a basic description of a treatment without considering other aspects of the mark scheme.

In the response shown below the learner has some understanding of a treatment, however, this does not constitute a treatment programme as they would have needed to provide more than one treatment. A link to a study has been made however it has not been clearly described. Learners are expected to show good knowledge and an understanding of the study they choose. This response is in band 1 and gained 5 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 1 – Basic understanding of anger management.

Trait 2 – Band 1 – Programme not linked to the case study.

Trait 3 – Band 1 – Limited/inaccurate reference to Howells.

Trait 4 – Band 2 – Generic assertion to the effectiveness of the programme.

**Activity 2**

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

You should spend 50 minutes on this activity.

(20)

One treatment that may be useful in helping Toby with his anger and confusion could be therapy, one case study done in a prison showed as long as the patient is wanting to get better and willing to do the work to improve, that anger management therapy is and can be a very effective way of dealing with angry and aggressive people. Anger management consists of three steps,

The first step is looking back at past situations and discussing what could have been done to avoid or improve the outcome of the situation.

The second step is learning certain



techniques and breathing strategies in order to help calm and relax the patient, they will practice them for a bit and then move onto stage 3.

Stage 3 is putting the techniques and breathing patterns into action, the patient will be put into situations that may have triggered them before and are to use the techniques and breathing ~~for~~ to prevent aggression or violence.

I believe this may be useful to Toby as if he truly wishes to become a Basketball player then he will have to ~~really~~ want to improve his behaviour in order to be accepted into anywhere. Assuming he wants to get his anger and aggression under control, the therapy will prove to be extremely useful for him and may allow him to concentrate on his academic and sporting future.



The response below is in band 1 and gained 4 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Low band 2. This response identifies what anger management is and the three stages. There is some reference made to what “triggers” Toby to behave aggressively.

Trait 2 – Band 1 – Basic description of the treatment programme.

Trait 3 – Band 0 – No link to research.

Trait 4 – Band 1 – Brief potential effects of the programme.

**Activity 2**

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

You should spend 50 minutes on this activity.

(20)

According to the Case Study Toby might be help by Anger Management because he seems to be an aggressive person and he easily get angry - so Anger management might be prefer for Toby because it identifies what triggers him to do a certain behaviour and use that to try and teach that person how to act with situation, It also comes in 3 ways - Cognitive preparedness, Skill Acquisition and Application practise

Cognitive Preparedness  
it ~~shows~~ identifies the triggers the patient has to tell what happened before and how he/she reacted to those type of situat

Skill Acquisition  
It is when the patient is taught how to act currently with the same situation he has be into

Application Practise include - Home work for the patient

to go and practise on high to act in some situations that he had been before

This might be effective because Toby's doesn't think before he acts and also being aggressive with any one which means he must be taught on how to react

## 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 from the case study. There continues to be improvement in this activity and candidates are able to show more features with evidence building on the previous 1901 and 2001 entries.

There is still some confusion over profiling features and generic responses such as “age” and “sex”.

In the response shown below the learner has identified some relevant features of the profile and has given some description attempting to synthesise knowledge providing clear links to the case study. There are some features presented that are not linked to the information in case study 2, these were therefore considered to be generic features of profiling and not awarded marks. This response is in band 2 and gained 5 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 2 – Features identified are relevant.

Trait 2 – Band 1 – Limited evidence from the case study.

**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:**

Planned crime - Because they way they work and trick  
Some colleague of something that is not common

**Evidence from the case study:**

Like in the Case study where it says they ask what is not  
popular in the store like ox kidney

**Profiling feature:**

Murderers - they operate in the area they are  
familiar with or their zones of activity

**Evidence from the case study:**

It is shown when that same crime has occurred in Tuttlehan  
and surrounding local villages and also The crimes happened  
between 11:00 - 16:00 hrs because

**Profiling feature:**

No evidence is left

**Evidence from the case study:**

they use gloves and shopping trolleys wearing of lot of  
clothes even when it is hot

Profiling feature:

Use of different identity

Evidence from the case study:

when the descriptions have be variable with different hair colours and length

Profiling feature:

must be a female

Evidence from the case study:

Because women might be the ones using different wigs to hide their identities when committing crime

Profiling feature:

Age they must be 25 - 40 years of age

Evidence from the case study:

(Total for Activity 3a = 12 marks)

The response below is in band 1 and gained 3 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 1. Features identified but the descriptions presented are limited.

Trait 2 – Band 1 – Limited evidence from the case study to support the features.

**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:

Two-wheeled shopping trolley

Evidence from the case study:

all crimes has had one of these trolleys  
used in order to steal the meat, so  
highly likely will keep using them

Profiling feature:

lots of clothes & gloves

Evidence from the case study:

The criminals are said to wear lots of  
layers as if not to be seen by anyone,  
so quite easy to spot in hot weather.

Profiling feature:

Happen between 1100-1600 hours

Evidence from the case study:

does most likely not have a job as  
would be working at this time so either  
retired or just unemployed.



Profiling feature:

asking for obscure meats

Evidence from the case study:

if a person matching the description  
ask for a random and rarely asked  
for meat, more likely to be the  
suspect.

Profiling feature:

People shopping in pairs

Evidence from the case study:

seem to be working together, so ~~any~~  
anyone seen together may be a  
suspect

Profiling feature:

only Tuttleham was attacked

Evidence from the case study:

must be someone who lives locally  
as no other shops have been  
attacked.

(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 challenging, however it is evident that teachers and students are using previous examiners reports and feedback in order to assess the usefulness of the offender profile they created, rather than generically assessing the use of profiles for police investigations.

Centres need to ensure that their candidates have been well prepared, so they have a fuller understanding of the nature of profiling and can demonstrate a range of elements that assess the usefulness of offender profiling as identified in the specification to allow access to all bands of response on this question.

In the response shown below the candidate has provided some application between the offender profile they created and its usefulness to police. It has gone beyond the limits of generic. It has only considered one of the aims of offender profiling, further limiting the marks accessible. This response is in band 2 and gained 4 marks. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 2 – Some application and suggestions of the relationship between the created offender profile and the usefulness to the police.

Trait 2 – Band 2 – generic judgement presented.

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

- Narrowing down suspects
- Predicting future crimes
- Interviewing techniques

**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)

This offender profile is very useful as it locates the area of the crime, it also gives a good description of what the criminals look like clothe wise, anyone who is overdressed and wearing gloves especially in summer is a prime suspect.

Also it highlights the object used to hide and conceal the stolen meats & that anyone seen stopping in pairs should be watched and if needed stopped and searched.

Finally it gives them a time frame of when the crime will occur so narrows down the search period.

Overall this offender profile would be extremely useful to the police as it outlines the location and time of where and when the crime should occur, and also describes how the criminal will be dressed so can already narrow the

Search, further more they know that there is not multiple locations that are attack so are not spread out as much.

However one flaw may be that we are unsure of ~~where~~ what the criminal actually looks like, build, height and face wise, which makes it slightly harder to find the criminal.

The response below is in band 2 and gained 4 marks. It suggests that the profile may be useful to reduce the suspect pool and that geographical profiling may be useful for a marauder. A breakdown of where the learners picked up marks in the different traits from the marking grid can be seen below.

Trait 1 – Band 2 – Some links and relationships between the created offender profile and the usefulness to the police.

Trait 2 – Band 2 – generic judgement presented.

**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)

The offender profiling is useful to the <sup>greater</sup> ~~lower~~ extent in supporting the work of the police because it has some characters which might resemble the offender and also there is evidence of the crimes ~~that~~ which might help the police to catch the ~~the~~ thieves. The offender profiling might help in the Geographical profiling ~~and~~ because it is showing the time and place these crimes are committed which will help to find out the offenders for example my offender profiling is saying the offender might manufacture because it seems as if they operate in the area they are used at and also time 19:00 to 16:00 shows that they steal most in their areas of activities.

However - the offender profiling might not be useful because the shoplifting were planned no evidence was really captured because of different number of reasons like wearing of multiple cloths, use of wig. Only Geographical profiling is really explained by no other approaches being used in the. There are all based from Assumptions from the evidence which is available. There is also no interview from the witnesses and other shops who has been stolen by these



## Summary

Based on the performance of this paper, candidates 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 range of 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 that a treatment programme encapsulates more than one treatment for Activity 2 and the justifications for the proposed methodology.
- Understand the difference between a description of an offender and profiling features.
- Have a clear understanding of the main 3 aims of offender profiling as outlined in the specification.
- Manage time effectively. The paper is worth 60 marks across 4 questions. Learners should be aware that the first 2 activities are worth two thirds of the marks and should be given appropriate time to complete these.





Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

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