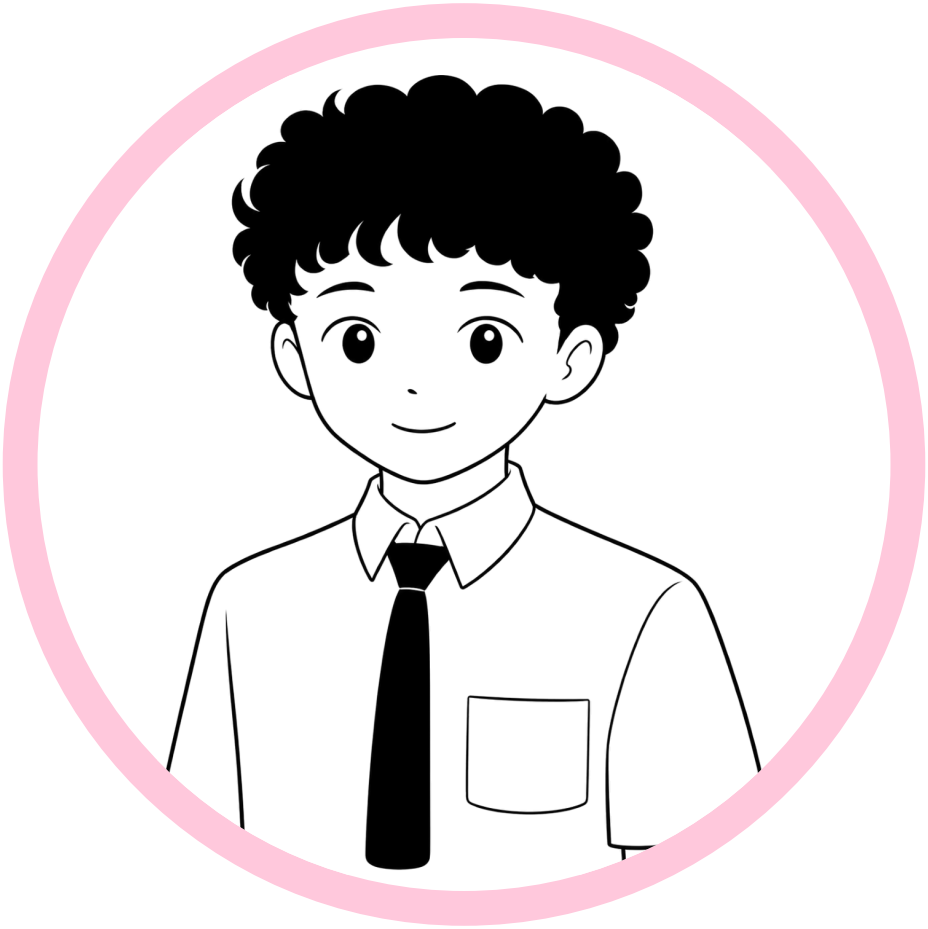
PEARSON EDEXCEL A-LEVEL PSYCHOLOGY · 9PS0

PSYCHOLOGY



MARK SCHEME

TOPIC 6: CRIMINOLOGICAL PSYCHOLOGY

SCORE	PERCENTAGE
/194	%

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Mark Scheme

Q1.

Question Number	Indicative Content
	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) For example is eye witness testimony unreliable? **AO1** • Eyewitness testimony is information given to the police or in court about what a witness to a crime recalls about the crime. • Juries tend to rely on eye witness testimony when coming to a verdict, especially if the forensic evidence is hard to follow. • If there is no forensic evidence then the testimony of the witness becomes more important. • However there is some concern that witnesses are not always accurate when recalling an event. • If the witnesses are not accurate in their recall then the wrong person could be convicted. **AO2** • If a weapon, such as a gun, is used during a crime witnesses may be less accurate in their identification of the suspect. • Witnesses may be more accurate in their identification of own race suspects than those of a different race. • If the witnesses have been exposed to other information before a trial, e.g. news reports, then this can lead to them reconstructing their memory of the event and becoming inaccurate. • If the police use leading questions in their interviews then these can influence the answers that the witnesses give.
	AO3 • Valentine & Mesout (2009) found that the higher the anxiety of a witness the less accurate the recall and the less likely the participants were to correctly identify the culprit. • Yuille & Cutshall (1986) found that witnesses who said they had higher levels of arousal were more accurate in their recall of a real incident. • Bartlett found that participants reconstructed a story from another culture, making it shorter and changing objects to objects they were familiar with. • Loftus & Palmer (1974) found that changing a verb about a car accident changed the estimates of the speed the car was going. • Loftus & Palmer's study was in a lab with no consequences so real witnesses may be more accurate as they know there are consequences to their testimony. • Juries should not ignore eye witness testimony as studies have shown it to be accurate, especially when concerning real crimes, but they should not focus on eye witness testimony at the expense of other evidence. **Look for other reasonable marking points.**

Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q2.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks), Responses can relate to social learning/observation, labelling explanations or self-fulfilling prophecy. **AO1** • Social explanations for criminal behaviour include social learning theory that says learning is observational. • There are elements of observational learning including being motivated to copy behaviour and attending to the behaviour in the first place. • Vicarious learning can take place, which is repeating behaviour after having seen someone being rewarded for it. • Those who are copied are role models, who are significant people for the one observing. • The self-fulfilling prophecy (sfp) can be at work, which suggests that if a label is attached to someone, they are likely to fulfil it because of the way they are treated. They live up to the label.	**(8)**

	AO2 • Pete may have witnessed people in his social circle and his father, who he may look up to, engaging in offending behaviour and imitate/copy them. • Copying offending role models will cause him to increase his delinquent behaviour • Bandura and others (1961, 1963, 1965) showed that children imitated aggression when they watched it, including on television, and it is thought adults model on others in the same way. • Truanting from school may have given him more opportunity to engage in drug taking with gang members. • Taking drugs can have a positive effect on how Pete feels and can satisfy his need to conform to his peers. This may make Pete want to take them more often in order to have the same positive feeling each time and to help him to socialise with his peers. • He may have found that his peers treat him better after committing one offence. The feedback he gets from peers and maybe his father when he commits offences will have encouraged him to continue to commit other offences. He may see his peers as his in group and adopt their behaviour to be part of that group.	

Question Number	Indicative content	Mark
cont.	• He might have been labelled as a criminal because of his father's behaviour and then lived up to that label according to the SFP. The SFP suggests that someone is expected by others to behave in a certain way and they do then do that, fulfilling the expectation. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
Level 0	0	No rewardable material
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q3.

Question Number	Indicative Content	Mark
a	**AO1 (4 marks)** Up to **four** marks for description. For example; • 1 in 1000 males are born with an extra Y chromosome so they have 47 chromosomes (1). This leads to the males being slightly taller than their siblings, and having a slightly lower intelligence than their siblings (1). XYY can also lead to the males being more impulsive, and having behavioural problems (1). Some XYY males are also more physically active, all of these can lead to anti-social behaviour (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
b	**AO1 (1 mark) AO3 (1 mark)** Up to **one** marks for identification of strength. (AO1) Up to **one** marks for justification/exemplification of strength (AO2) For example; Eysenck's personality theory • Boduszek et al (2013) found that there were higher levels of extraversion amongst inmates who had high levels of recidivism, so supporting Eysenck's theory (1), and thus showing that Eysenck's theory has validity as he said high levels of extroversion were associated with criminal behaviour. **Look for other reasonable marking points.**	**(2)**

Q4.

Question Number	Indicative Content
	AO1 (4 marks), AO3 (4 marks) e.g. diet **AO1** • Using diet as a treatment for offender assumes that minerals, vitamins and/or fatty acids affect aggression. • If any of these are at low levels then aggression will increase. • Multi vitamins are added to an offender's diet. • Before the offender's diet is changed there needs to be an analysis of their dietary intake to see what they are low on. **AO3** • Benton (1996) found that as children's blood sugar levels dipped their aggression when playing a video game increased. • Zaalberg (2009) found that adding magnesium, vitamin D and omega 3 to young offenders' diets decreased violent events by 34%, whilst violent events increased by 14% in a control group. • Gesch et al (2002) found that disciplinary incidents dropped by 35% when they had extra supplements in their diet. • Therefore changing diet does seem to have a positive effect on aggression, and it is a relatively cheap way of treating offenders. **Look for other reasonable marking points.**

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
Level	**Mark**	**Descriptor**
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q5.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • If the frontal lobe is damaged then the person has less control over their impulses, so this may make them more aggressive. • Damage to the frontal lobe also negatively affects our ability to consider alternative behaviours and think about possible consequences of aggression. • Damage to the amygdala can lead to less control over aggressive impulses, so making someone more aggressive. • Another explanation is personality, if someone scores high on extroversion, neuroticism and psychoticism they may be prone to being violent. **AO2** • If Pat hit the front of his head he may have damaged the frontal lobe, which may explain why he has been arrested for fighting. • Due to damage to the frontal lobe Pat may not think about the fact he may lose his friends due to his aggression towards them. • Pat may have damaged his amygdala, so cannot control his aggression which is why he shouts at his family members. • If Pat scores highly on extroversion he may have an underactive Reticular Activating System (RAS), which may be why he shouts at his family, to seek external stimulation. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q6.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • Criminal behaviour can be learnt in childhood through observing same sex role models. • According to the self-fulfilling prophecy people are given labels based on stereotypes. • Testosterone is a hormone and high levels are thought to increase aggression. • Damage to the prefrontal cortex leads to an inability to delay gratifying impulses. **AO2** • Peter may have developed his criminal behaviour as he observed his brother, who may be his role model, fighting and copied the aggressive behaviour. • As Peter lives in an area with a bad reputation he may have been given a label of anti-social as a child. • Peter is 17-years-old and has an increase in testosterone as he is in the adolescent stage of development, which may explain his increased aggression. • The sporting accident may have caused damage to Peter's prefrontal cortex, affecting his development so he can no longer stop his anti-social behaviour.	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q7.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • Characteristics of the defendant can include accent, and juries can make judgements based on someone's accent. • Likewise their clothing and the way they present themselves/are presented. • Their profession/apparent profession. • Gender, age and race are characteristics of a defendant that might affect jury decision-making. • Schemas are used when perceiving or remembering, and people have schemas about 'a defendant in a trial' or about 'being a juror'. This can lead them to make judgements according to certain defendant characteristics. • Jurors might have empathy with a defendant whom they see as similar to themselves. **AO2** • Use of the characteristics of the two defendants, which can be used in the judgement of whether they will receive different judgements from the jury. • The woman might have an advantage if she is attractive. Their ethnicity is not known, and it might be an important factor in the jury's opinion of their criminal nature. • Also, we do not know jury ethnicity, so we don't know if this matches that of the defendants or not. • Similarly, we don't know if the jurors have any experience of physical assault that might influence their judgements of these two defendants. • Both defendants are on trial for a physical crime, and so the jurors' opinions of them will be similar. • The female defendant, as a model, is assumed to be more attractive than the male defendant. **Credit any other reasonable characteristic used that might be a factor in the jurors' bias towards the defendants.**	**(16)**

Question Number	Indicative content	Mark
cont.	**AO3** **For the accuracy of juries** • Abwender & Hough (2001) found there is no consistent effect of defendant gender, attractiveness or ethnicity on jury decisions. • Research has suggested that individual jurors may be influenced by the attractiveness of defendants, but this same effect is not shown when researching full juries. In reality, individual jurors do not make the decision, so this effect is reduced. • Abwender & Hough (2001) showed there was no ethnicity- based leniency among white jurors, showing jurors of a different ethnicity to the defendant results in a bias. • Dixon, Mahoney and Cocks (2002) found that a Birmingham accent meant juries tended to see the defendant as more guilty. • Mossiere and Dalby (2008) found that male defendants were found guilty more than female defendants but only slightly more. This can be seen as 'for' jury accuracy or 'against'. **Against the accuracy of juries** • Attractive men are considered less likely to have committed crime than unattractive men (Sigall & Ostrove (1975). • Pfeifer & Ogloff (1991) found that white jury members are more likely to rule a black defendant as guilty than a white defendant. • The jury may have personal experiences of the offence on trial, resulting in a bias towards the offence, rather than the defendant. • Patry (2008) found that jurors who discussed the case were more likely to find an attractive defendant guilty, but those who discussed less were more likely to find a plain defendant guilty. • Guy and Edens (2006) found that male defendants called 'psychopaths' were more likely to be found guilty than female defendants similarly labelled.	

Question Number	Indicative content	Mark
cont.	**Other points** • Many studies into the accuracy of jury influence have used mock trials rather than real trials. This has the effect of removing the seriousness of the situation for the jury, which may also influence their accuracy. • Charismatic leaders on the jury can encourage other jurors to agree with their decisions on guilt. • There might be a connection between the characteristics of the defendant and the characteristics of the jurors, rather than characteristics of the defendant being separate. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer. Application to the context is capped at maximum 4 marks.**		
Level 0	0	No rewardable material.
Level 1	1–4 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	9–12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning. Leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	13–16 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Q8.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • Planning needs to be carried out before the interview starts, including any special considerations for the interviewee. • Part of the planning process would be to ensure the correct equipment is available. • The interviewer should try and establish a rapport with the interviewee at the start of the process. • At the beginning if the interview the aims and objectives of the interview should be clearly explained. • If there is more than one interviewer the lead person should check the other interviewer does not have any more questions before finishing the process. • False information should not be used to gain a confession from a suspect if ethical interviewing techniques are being used.	**(16)**

	AO2 • As the suspect is under 16-years-old Detective Inspector Leeming should ensure an appropriate adult can be present. • Detective Inspector Leeming should try to hide how upset she is about the crime from the suspect. • Detective Inspector Leeming needs to check the suspect has understood the purpose of the interview, and may need to explain in simpler terms due to the age of the suspect. • As no video footage of the incident has been found yet Detective Inspector Leeming should not say that there is recorded evidence of the crime. **AO3** • By 2010 70% of all police officers had been trained in ethical interview techniques, showing that the police forces must think it is an effective interview technique. • Pounds (2019) found that empathy was not always used appropriately within police interviews so the ethical interview may not be affected. • Walsh and Milne (2008) found that the use of ethical interview techniques gained more information from suspected benefit fraud cheats. • Ethical interviews take a long time to plan so may not be possible if interviews need to be conducted quickly in order to gain information. • As ethical interview techniques discard methods such as intimidation it leads to fewer false confessions, so saving the tax payers money. • Milne (2010) found that the only effect training in ethical interview techniques had was that the interviews were longer, so the training may not be effective in terms of the skills needed.	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q9.

Question Number	Indicative Content
	AO1 (6 marks), AO2 (4 marks) AO3 (6 marks) **AO1** • There are of the four main steps to the cognitive interview is reinstating the context. • When reinstating context witnesses should recall cues from the environment and about how they felt. • Witnesses should start the interview by being allowed to recall what happened in their own words without interruption. • Once the free recall has finished then the interviewer can ask more specific questions. • Police should ask witnesses to recall the crime in a different order, e.g. start from the end. • The interviewer should ask witnesses to recall the event from different viewpoints, such as another witnesses'/the victim's perspective. **AO2** • Kylie could recall cues such as what smells were present when she witnessed the crime. • She should be asked to remember her emotions at the time, such as the fear she felt. • At the start of the interview Kylie should be allowed to just talk about what happened with no questions asked until she has finished her free recall. • If Kylie recalls the event from the end she is less likely to fill in gaps in her memory using schemas about what a crime should be like. **AO3** • Geiselman et al (1985) found that the cognitive interview led to more correct information being recalled compared to standard interviews showing it was more effective. • Geiselman et al (1985) found the cognitive interview led to slightly more incorrect items being recalled so it may not be as effective as standard interviews. • Holliday (2003) found cognitive interviews were more effective than standard interviews when interviewing children. • When recalling from another's perspective interviewees may add information that they think the other person saw reducing their effectiveness. • Cognitive interviews need trained interviewers which increases the expense so they are only used for serious crimes limiting their effectiveness. • It may not be practical to carry out a cognitive interview at the scene of the crime so reducing the effectiveness. **Look for other reasonable marking points.**

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Q10.

Question Number	Indicative content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • Witnesses to crimes tend to focus on the weapon if there is one involved as it may cause harm to the witness. • Our attention is limited so when witnesses focus on weapons involved in crime they pay less attention to other details. • The presence of a weapon can cause emotional arousal that means witnesses are focussed on the weapon rather than what the perpetrator was saying or wearing. • Eye witness testimony can be influenced by information they heard after the incident. • Eye witnesses may use their schemas of crimes to reconstruct the event so that it makes sense when they recall it. • If the event is discussed with other witnesses and two witnesses think they saw something that did not happen this can reinforce their error and make it more likely to be remembered as happening. **AO2** • If Denis automatically kept his attention on the gun, then he would not have looked at other details such as what the robber looked like. • Due to the increase in stress that Denis experienced his memory for the robbery would have declined so he could not identify the robber from the photographs. • Angela may have reconstructed the robbery based on her schemas of a robbery that she has developed from watching police dramas. • When Angela discussed the robbery with another witness and they both thought the robber had a knife this would have reinforced her inaccurate memory of the type of weapon used.	**(16)**

	AO3 • Steblay (1992) found when reviewing 19 tests when a weapon was present there was lower accuracy when asked to identify the perpetrator so this may explain why Denis could not accurately identify the robber. • Pickel (1999) found that it was the unusualness of the weapon that affected eye witness testimony rather than the presence of a weapon,	

	as Denis would not have expected to see a gun at the bank it may have affected his memory. • A lot of the research on weapon focus involves photographs or videos so they do not have the same emotional impact as a real robbery so the results may not apply to Denis. • Loftus and Palmer (1974) found that changing the verb from smashed to contacted influenced the participants estimated speed, showing post event information may influence Angela's memory. • Yuille and Cutshall (1986) found that the memory of witnesses to a real crime was still accurate several months after the incident, so post event information may not have had an effect on Angela misidentifying the type of weapon used. • Allport and Postman (1947) found participants did reconstruct their memory of a picture, so the white man was no longer the perpetrator holding the knife, showing that Angela may have reconstructed her memory of the robbery based on her schemas.	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer. Application to the context is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q11.

Question Number	Answer	Mark
(a)	**AO2 (3 marks)** Up to **three** marks for description of post event information in relation to Rose. For example: • Rose may have discussed the bank robbery with the other witnesses who may have mislead her recollection of the robbery (1). For example Rose originally thought the robber had brown hair but remembered this as blonde after talking to the other witnesses (1). Information from the local news about the weapon may have been incorrect but it became incorporated into Rose's memory of the robbery (1). **Answers must relate to the scenario.** **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
(b)	**AO2 (4 marks)** Up to **four** marks for description of cognitive interview in relation to Rose. For example: • The police would have asked Rose to report everything that she remembered about the robbery, as a small detail may cause her to remember other information (1). The police may ask Rose to think about the environment in the bank at the time of the robbery, such as what music was in the background (1). Rose could be asked to recall the event from the point of view of the cashier behind the desk (1). The police would not ask Rose any specific questions until later on in the interview to try and stop Rose reconstructing the event based on the questions asked (1). **Answers must relate to the scenario.** **Look for other reasonable marking points.**	**(4)**

Q12.

Question Number	Indicative Content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)	**(16)**
	AO1 • Race may affect the jury decision making process, if the jury is mainly white they are more likely to find people of a different race guilty. • White jurors may see themselves as the in group and discriminate against defendants of another race as they are the out group. • The more attractive a defendant is deemed to be the less likely they are to be found guilty of a crime, apart from fraud. • Juries may use their schemas based on the media, which portrays attractive people as the heroes and unattractive people as the villains. • Unpopular accents can influence the jury, and make it more likely that they will find the defendant guilty. • The further away a trial is from the place the unpopular accent originates from, the more of a negative influence the accent has on the jury. **AO2** • Cassandra is white so if the jury is also mainly white they are less likely to find her guilty of the burglary. • As Cassandra is young and slim this may make her appear attractive to the jury and so they will not find her guilty of burglary. • Cassandra has an unpopular accent, so her accent may have a negative impact on the jury and the decision they make. • Being over a 100 miles from her home town may mean the jury find Cassandra guilty as they see her as a member of an out group.	
	AO3 • Carter and Mazzula (2013) used 210 mock jurors and found that there was in group and out group bias when deciding on the outcome of an employment case, so showing that race does affect the jury and their decision making. • The use of mock juries is not valid, as the jurors know there is no consequence of their decision, so in Cassandra's trial her race may not affect the decision of the jury. • Schvey et al. (2013) found that obese female defendants were judged more harshly by male jurors than slim female defendants, therefore showing that appearance does affect the decision making of a jury. • Schvey et al. (2013) only used male jurors so attractiveness may not affect the decision of the jury if the jury is mainly female, therefore the extent characteristics of the defendant affect the decision making may be limited. • Dixon et al. (2002) found that participants, thought that a defendant with a strong Birmingham accent were more guilty than a defendant with a standard English accent showing how a defendant speaks can affect the jury decision making process.	
	• The impact of the instructions of the judge may also have a significant effect on the jury decision making, as found by Reed (1980) so it may be that the effect of the characteristics of the defendant are reduced depending on the judge's instructions. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Q13.

Question Number	Indicative content	Mark
	AO1 (4 marks), AO2 (4 marks) **AO1** • The amygdala processes information from our senses and determines how we respond to that information. • The amygdala can trigger the flight or fight response when we either run away from the situation or stay and fight. • When it is activated the amygdala over rides the rational part of our brain so we are less likely to think in a rational manner. • Damage to the amygdala can lead to an individual being unable to prevent themselves acting spontaneously in an aggressive way. **AO2** • Jekaterina may have processed information from her environment as threatening due to damage to her amygdala, which is why she starts fights when she is out. • When her amygdala is activated Jekaterina goes into the fight mode which explains why she hit another person when she was out with her new friends due to an increase in adrenaline. • Jekaterina does not think of the consequences of her actions, such as being arrested by the police because her damaged amygdala may be overactive. • Her new friends could be more aggressive and Jekaterina may be copying her aggressive behaviour from them. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q14.

Question Number	Indicative Content	Mark
(a)	**AO2 (2 marks)**	(2)

Condition 1 Number of incorrect answers in the group with leading questions.	**Condition 2** Number of incorrect answers in the group with no leading questions.	
5	0	
4	1	
4	1	
3	2	
2	4	
5	3	
1	0	
2	0	
3	1	
4	1	
4	2	
2	1	
Total = 39	Total = 16	
Mean = 3.25	**Mean = 1.33**	

One mark for each correct mean up to 2 decimal places (see table above).

Question Number	Indicative Content	Mark
(b)	**AO2 (2 marks)** Up to two marks for description of how results could help eyewitness testimony. For example • Jason's results showed that leading questions led to more incorrect answers (1). The police should use open ended questions when interviewing witnesses (1). **Look for other reasonable marking points.**	(2)

Q15.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The aim of the study was to see if the phrasing of a question about speed would affect the participants' estimation of the speed of cars. • In experiment one, 45 participants all watched the same seven films of traffic accidents. • Participants were asked the same questions apart from the one about 'How fast were the cars going when they smashed/collided/bumped/hit or contacted each other?' • The results showed that those asked smashed estimated the speed of the car to be 8.7 mph faster than those asked contacted. **AO3** • The study may lack validity as seeing a traffic accident on video does not have the same emotional effect as seeing a traffic accident in real life. • All the participants were students, so the results cannot be generalised as they may give different speed estimates to older people who had been driving for longer. • As the participants all watched the same videos, the results were not affected by seeing different traffic accidents, increasing the reliability of the study. • The study collected quantitative data in the form of estimated mph, therefore increasing objectivity when analysing results as there was no interpretation of what the participants said. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) **Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning, leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Q16.

Question Number	Indicative Content
	AO1 (4 marks), AO2 (4 marks) **AO1** • Self fulfilling prophecy is based on labels being given to people. • Others will then behave towards the person according to the label. • Because they are treated in a certain way the person internalises the label. • They then behave according to the label so the prophecy is fulfilled. **AO2** • Rachel will be labelled as anti-social because of where she lives/ her brother. • Others will then treat Rachel differently because of the label e.g. watch her closely whilst she is in a shop. • Because she is treated this way Rachel internalises the label and then acts as she perceives others her them to. • Therefore the prophecy is fulfilled as Rachel has been arrested for being drunk and disorderly. **Look for other reasonable marking points.**

Level	Mark	Descriptor
Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Q17.

Question Number	Indicative Content	Mark
	AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) **AO1** • According to labelling theory a behaviour is only deviant if society says it is deviant. • By giving a behaviour the label of deviant then the authorities are maintaining their power structure. • Once a person has been labelled as deviant because of something they have done that person becomes stigmatised. • The label affects how others treat them, as they will be seen as untrustworthy. • Those with negative labels are also more likely to have a lower self-image of themselves, and are more likely to reject themselves. • The person will go on to act in ways that fulfil the label and commit more criminal behaviour. **AO2** • Donald's shoplifting has been labelled as deviant as he has been taken to a police station and given a warning. • The local shop keepers may treat Donald differently, closely watching him whenever he comes into a shop. • Donald will start to give himself a negative self-concept and see himself as untrustworthy, and a shoplifter. • Due to his negative self-image Donald will go on to commit more acts of shoplifting, and possibly other more serious crimes such as burglary.	**(16)**
	AO3 • Labelling theory ignores the reason for the original deviant act, so there must be other explanations for criminal behaviour, such as social learning theory so it is not due to what society sees as deviant. • Chambliss (1973) found the Roughnecks were more likely to be labelled deviant by the police and were more likely to have legal action taken against them, whilst the Saints were not supporting the fact labelling is part of the power structure. • Labelling theory focuses on nurture and ignores nature, such as genes or hormones having an effect on criminal behaviour, so it does not explain all criminal behaviour. • Lieberman et al. (2014) found that juveniles who had been previously arrested were more likely to commit other crimes compared with juveniles who had not been previously arrested, which could be due to labelling theory and how others treat them. • Lemert (1962) found that cheque forgers had been forging cheques long before they were caught, so had been active before	

	they had been labelled, so their self-image is not affected by the label. • Labelling theory can explain deviant behaviours, for example in Amsterdam the use of marijuana is not labelled as deviant and there is limited drug use with very few cases of overdose compared to other cultures where it is labelled as deviant. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer. Application to the scenario is capped at maximum 4 marks.		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)

Q18.

Question Number	Answer	Mark
	AO1 (3 marks) Up to three marks for description of one personality theory. For example: • Eysenck said biological factors can affect personality and cause a predisposition towards criminal or anti-social behaviour (1). The reticular activating system of extroverts leads to under arousal so extroverts may engage in anti-social behaviour to increase their arousal (1). The sympathetic systems of the autonomic nervous system may be more active for longer, leading to impulsive behaviour which may be anti-social or criminal (1). **Look for other reasonable marking points.**	**(3)**

Q19.

Question Number	Answer	Mark
(a)	**AO1 (3 marks)** One mark for identifying what weapon focus is, and two marks for justifying how eye-witness testimony is affected. • Witnesses experience greater stress when exposed to a weapon/witnesses tend to focus on a weapon (1). • This distracts them from encoding other information that may be relevant to their testimony (1). • Therefore, they remember less about the event because they were distracted by the weapon. (This makes their testimony unreliable) (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
(b)	**AO1 (3 marks)** One mark for identifying a factor, and two marks for justifying the potential effect of that factor on eyewitness testimony. Candidates likely to focus on: **Leading questions** • A leading question may create a different situation/response to that remembered (1), and as a result the witness may then become confused and/or use the question when accessing their memory (1), which may lead to them providing a false recall (1). **Schemas/reconstructive memory** • Past knowledge can interfere with the recall of memories as recall is reconstructed (1). Therefore the witness may provide information based on a previous memory and schemas arising from that (1) rather than the crime they have seen, particularly if the memory is similar to the situation (1). **Look for other reasonable marking points.**	**(3)**