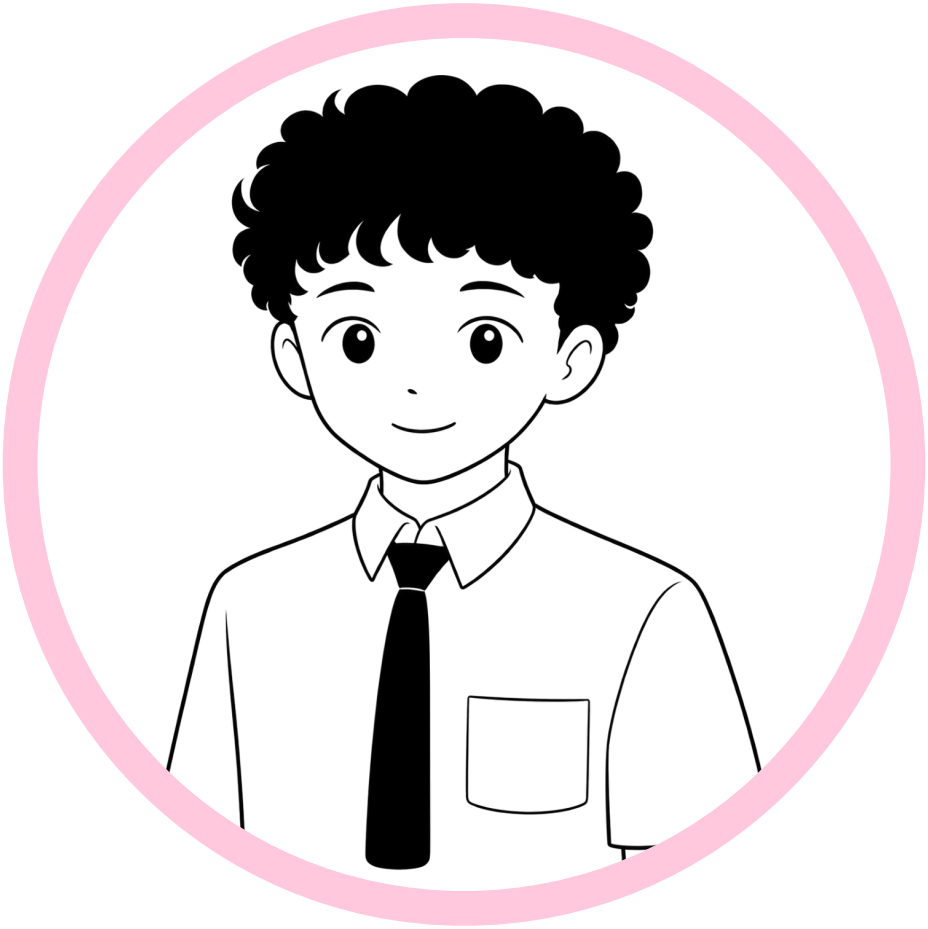
PEARSON EDEXCEL IAL PSYCHOLOGY · YPS01

PSYCHOLOGY



MARK SCHEME

CRIMINOLOGICAL PSYCHOLOGY

SCORE	PERCENTAGE
/224	%

STEMUP

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Mark Scheme

Q1.

Question Number	Answer	Mark
(a)	**AO2 (2 marks)** Credit **two** marks for accurate description in relation to the scenario. For example: • The experimental design is independent groups (1) as ten of the participants read the person was from a wealthy area, and the other nine read that the person was from a deprived area. (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark)** Credit **one** mark for accurate calculation. • 57.9% **Reject all other answers**	**(1)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of the level of measurement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the level of measurement (AO3) For example: • Anatole used nominal data when recording how many people thought the person would have committed the theft from the shop (1) as his data is in categories with the total number of people who thought the person would have committed the theft or not for each of the two scenarios (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate use of the results (AO2) Credit **one** mark for an accurate conclusion (AO3) For example: • 8 people who read that the person came from a deprived area thought the person would commit theft which is 5 more than those who read that the person came from a wealthy area (1), so Anatole could conclude that self-fulfilling prophecy does affect participants perceptions of how likely someone is to commit a theft from a shop (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(e)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Anatole could have used more scenarios with a different variety of crimes such as one including assault or murder (1), which would improve the validity of his data as he would be able to conclude if the self-fulfilling prophecy affected perceptions across more serious crimes rather than just theft (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q2.

Question Number	Answer	Mark
a	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a reason in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the reason (AO3). For example: • Anika needs to restrict the range of her sample as she only wants to investigate individuals who had been a member of a jury and been involved in the decision-making process (1) so she can only use people who had been a member of a jury and not general members of the public who have not been on a jury as they would not be representative of her target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
b	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in terms of validity in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the improvement in terms of validity (AO3). For example: • Anika should gather a wider range of jurors from different places in addition to the library to increase the population validity (1) so she could ensure that that her sample was more representative of the characteristics of all jurors rather than just those at her local library who may differ from the target population (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q3.

Question Number	Answer	Mark
(a)	**AO3 (2 marks)** Credit **two** marks for accurate justification. For example: • Marcellus used an independent groups experimental research design as this makes demand characteristics less likely as each participant had either the standard interview or the cognitive interview (1), this means they are less likely to guess that the aim of the experiment was to see if the cognitive interview leads to more correct details of the car accident so improving the validity of his study (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (4 marks)**	**(4)**

		Observed	Expected	O-E	$(O-E)^2$	$(O-E)^2/E$
Condition A: Standard interview	**Accurate recall**	5	9.92	**-4.92**	**24.21**	**2.44**
	Inaccurate recall	12	7.08	**4.92**	**24.21**	**3.42**
Condition B; Cognitive interview	**Accurate recall**	16	11.08	**4.92**	**24.21**	**2.19**
	Inaccurate recall	3	7.92	**-4.92**	**24.21**	**3.06**
					Chi squared =	**11.11**

Credit **one** mark for correct completion of **O-E** column to two decimal places
Credit **one** mark for accurate completion of $(O-E)^2$ column two decimal places
Credit **one** mark for accurate completion of $(O-E)^2/E$ column to two decimal places
Credit **one** mark for correct **chi-squared** to **two** decimal places = **11.11**

Look for other reasonable marking points.

Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Marcellus should ensure that each group of participants watches the same video of the car accident to increase reliability (1), as this would ensure that his results are not affected by the extraneous variable of watching different videos (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q4.

Question Number	Answer	Mark
(a)	**AO1 (1 mark)** Credit **one** mark for accurate statement. For example: • Paying more attention to a threatening object used during a crime which limits the ability to remember other features (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example: • The information about the injuries to the woman on the news report may have led Ludovic to inaccurately recall seeing her break her arm (1) and may have changed his memory of the robbery to include the severity of how hard she was pushed and her crying in pain (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q5.

Question Number	Answer	Mark
(a)	Credit up to **two** marks for accurate description in relation to scenario. For example: • Lucy may have internalised the label she was given by her parents of being naughty which has informed her own sense of identity of being a bad person (1). She has then gone on to live up to the expectation of being bad by becoming involved in the criminal behaviours of burglary and stealing (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (3 marks)** Credit up to **three** marks for accurate description in relation to scenario. For example: • A therapist will help Lucy to understand how her faulty and negative thought processes may have led her to think that stealing is acceptable (1). The therapist can then help Lucy identify the maladaptive thoughts she has about how stealing helps her achieve success in life (1) and then enable her to develop alternative behaviour responses to her thoughts to reduce re-offending so Lucy stops committing burglary (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Q6.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Bradbury and Williams (2013) used data from a number of trials in a variety of areas in the United States of America such as California, the Bronx and Washington DC. • The independent variable of the study was the percentage of Blacks, whites and Hispanics in the jury and the dependent variable was whether the black defendant was convicted of a crime or not. • Bradbury and Williams (2013) looked at the conviction rates for violent crimes, property crimes and compared these to the conviction rates for drug crimes. • They found that juries that had more white or Hispanic members were more likely to convict a black defendant than those juries which has more black jury members. **AO3** • Because all the data came from trials in America the results cannot be generalised to other countries as they may have different attitudes to different races, so it does not explain if race has an effect on jury decision making in all cultures. • The data on conviction rates is objective the researchers did not have to give a subjective judgement on the effect of race on jury decision making, so there can be more confidence in their findings that race does affect jury decision making. • As the conviction rates for a variety of crimes were studied it may be said that race does affect jury decision making across different types of crime rather than just one type of crime. • As the defendants were all black the results are not valid for the effect of majority white or Hispanic juries on decisions made about white or Hispanic defendants so it does not further our understanding for these situations. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q7.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The media portrays criminal characters as strong and powerful and are likely to become role models. • Social learning theory suggests that attention is paid to criminal behaviour in the media if it is paired with enticements such as music or fast actions. • Antisocial and criminal behaviour in the media acts as vicarious reinforcement when the actions are rewarded by gaining wealth, power or status. • Identification with criminal role models in the media is more likely if they are the same gender as the observer. **AO3** • As characters are seen as strong and powerful, their actions will be imitated in real life as shown in Bandura (1961) where male children were more likely to imitate the adult male role model so may account for criminal and antisocial behaviour. • Bandura only used children in his research so this may not explain the criminal and antisocial behaviour of adolescents who are more likely to be entertained by media with fast actions and crime. • Vicarious reinforcement may occur if personal gains from crime are observed in the media as Williams (1986) found that levels of aggression doubled when television was introduced where personal acts were rewarded. • Identification ignores biological explanations for criminal and anti-social behaviour, and it may be better accounted for by having an antisocial personality disorder. **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 assessment/conclusion in their answer.**		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

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Q8.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks)	**(8)**
	AO1 • In experiment 1, 45 students were asked to watch the same seven films of a traffic accident, each film ranging from 5 to 30 seconds long. • After each film the participants were given a questionnaire about the traffic accident where the critical question was the only difference, with nine being asked how fast was the car going when it smashed /collided/bumped/hit/contacted. • In experiment 2 participants were asked to come back a week later after being asked how fast the cars were going when they hit, smashed or were not asked about the speed of the car, and were then asked if they had seen any broken glass. • In experiment 2 those who were asked the leading question using the word 'hit' were more likely to say they had seen broken glass as well as estimated the cars going at a higher speed. **AO3** • It can be argued that the study is ethical as any distress from watching the traffic accident was minimised to a total of 45 participants in experiment 1. • The participants did not know that the question about the speed of the car was to test the reliability of their memory, therefore they did not give informed consent. • Some of the participants may have been involved in real car accidents, so watching the videos may have caused them to recall the real accident and cause them distress. • As the participants watched videos of the traffic accidents, they did not experience the emotions they may have felt on seeing a real traffic so it would not be as upsetting for them as seeing a real car accident. **Look for other reasonable marking points.**	

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q9.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Pre-trial publicity is reports about the crime that took place that are published in the public domain on social media, newspapers or the radio before a case goes to trial. • To test the effects of pre-trial publicity on jury-decision making psychological research has often utilised mock juries and replicated trials for the investigation process. • High profile cases are often more newsworthy due to public interest and media values, so they are often reported more widely in the press and social media than every-day criminal cases. • The credibility of a defendant or victim may be reported in either a negative or positive way by the media in any pre-trial publicity. **AO3** • Steblay et al. (1999) found a significant effect of pre-trial publicity on judgements about the defendant, suggesting that negative information about a defendant and crime can lead to an increased likelihood of a guilty verdict when juries make their decisions. • In mock jury research there is no real impact from the decision so it may not reflect real life where jurors consider a range of issues when sentencing a defendant, so research may not reflect the actual impact of pre-trial publicity on decisions made in courts. • During a trial jurors are requested to disregard pre-trial publicity and are not allowed to research the case during the trial, therefore there may not be any effect of publicity on a decision, regardless of whether it is a high profile or low profile case. • Ruva and McEvoy (2008) found that the perception of a defendant's credibility was higher when pre-trial publicity had been positive, so the impact could lead to jurors making both lenient or harsh decisions about the defendant's guilt. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q10.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Highly stressful situations such as witnessing violent crime makes an event more vivid but reduces attention to peripheral details. • Cortisol production is likely to be heightened when witnessing a real-life crime so hypothalamic-pituitary-adrenal (HPA) activation may enhance attention to threat cues. • Eyewitnesses' arousal levels increase when faced with a stressful situation, so they may not focus on details of the crime. • The sudden onset of a threat or sight of an injury results in high levels of stress which reduces recall accuracy. **AO3** • Schmechel et al. (2006) found that highly stressful situations reduced the ability of eyewitnesses to remember the face of perpetrators as they were concentrating on the more vivid parts of the event so this would reduce the reliability of the eye-witness memory. • al'Absi et al. (2002) found that cortisol disrupts working memory but enhances selective attention so this may have a positive effect on the reliability of EWT as attention should be focused on the key areas of the crime. • Thompson et al. (1997) interviewed eyewitnesses seven months after the Marchioness ferry disaster and found that motivated forgetting did not occur, with witnesses still able to accurately recall all the details, meaning that the reliability of EWT may not be affected by stress and trauma. • Kramer et al. (1991) found that when participants were presented with traumatic stimuli in the form of a photograph of a murdered man it resulted in poorer memory, so trauma can negatively affect the reliability of eye-witness memory. **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 assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q11.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The cognitive interview has four stages, the first of which is to mentally reinstate the context of the crime for the witness. • The interviewer may also ask the witness to report every detail in order to encourage in-depth reporting. • Cognitive interviews take more time to conduct than a standard interview. • Police officers are required to take additional training to use the cognitive interview technique. **AO3** • The witnesses are encouraged to use all of their senses to remember the crime and this aids their recall as it triggers context dependent memories which is useful as it may improve the accuracy of their recall. • Witnesses are encouraged to report everything, even the most trivial of details as this has been found to be useful as the details deemed as unimportant can trigger key information about the criminal event which may improve the accuracy of recall. • Time issues may limit its usefulness for all crimes, for example Kebbell and Wagstaff (1999) found that police officers did not use CI techniques in serious crimes due to time constraints. • Specialist police officers are used to conduct the CI and they are trained to develop a dynamic relationship with the witness, however if a rapport is not formed then it may not be useful as the witness may not engage in the four stages leading to less accurate recall. **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 assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q12.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Cognitive behavioural therapy for offenders aims to restructure biased and distorted thinking and to build cognitive skills. • CBT can be used in residential settings for adolescents as a treatment for antisocial behaviour. • CBT programmes vary in terms of the quality of the implementation of the treatment for offenders. • CBT requires offenders to be committed to the programme and undertake extra tasks such as keeping reflective diaries. **AO3** • Re-offending may be reduced using CBT as offenders are taught to understand thinking processes that immediately precede their criminal behaviour so it may stop them acting in a criminal way. • Armelius and Andreassen (2007) reported that CBT was effective for the first year of release but there was no evidence of more long-term effects so it may not be helpful in reducing recidivism in the long-term. • Lipsey et al. (2007) suggests that recidivism can be reduced by 25% in the 12 months following effective CBT intervention, so this has long term benefits in reducing re-offending. • If offenders lack commitment or have been forced to undertake the CBT programme, there may be attrition and they would drop out so it would not be helpful as they will not have learned the skills to prevent them re-offending. **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 assessment/conclusion in their answer.**		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. 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 generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) 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	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) 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)

Q13.

Question Number	Answer	Mark
(a)	**AO2 (4 marks)** Credit **one** mark for correct completion of **difference** Credit **one** mark for correct completion of **ranked difference** Credit **one** mark for correct calculation of **sum of both ranks** Credit **one** mark for a correct answer for **T=2.5**	**(4)**

Participant	Number of aggressive thoughts before cognitive behavioural therapy	Number of aggressive thoughts after cognitive behavioural therapy	Difference	Ranked Difference
A	17	13	**4**	**6**
B	15	15	**0**	**-**
C	18	15	**3**	**4**
D	12	14	**-2**	**2.5**
E	16	12	**4**	**6**
F	14	13	**1**	**1**
G	18	14	**4**	**6**
H	20	15	**5**	**8.5**
I	16	11	**5**	**8.5**
J	15	13	**2**	**2.5**

- **Sum of positive ranks = 42.5; Sum of negative ranks = 2.5**
- **T=2.5**

Look for other reasonable marking points.

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Jago will use the same offenders in the before and after therapy conditions which will reduce the effects of participant variables such as temperament (1) so that any reduction in the number of aggressive thoughts Jago finds should be due to cognitive behavioural therapy rather than individual differences between offenders. (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

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Question Number	Answer	Mark
(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • Jago could sample male and female offenders from a wider range of different rehabilitation services (1) which would give him a more representative sample of offenders from which he can then generalise the findings to a wider target population of offenders (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q14.

Question Number	Answer	Mark
(a)	**AO2 (4 marks)** Credit one mark for a correct calculation of **column d^2= 224** Credit **one** mark for a correct calculation of **6 times the sum of d^2 = 1344** Credit **one** mark for a correct calculation of **6 times the sum of d^2 divided by $n(n^2-1)$ = 1344 ÷720 = 1.8666** Credit **one** mark for a correct answer to **two decimal places** = 1-1.86666 = 0.866666 = **-0.87**	**(4)**

Number of Cognitive Behavioural Therapy (CBT) sessions attended over a 6-month period	Rank 1	Number of aggressive incidents over the 6-month period	Rank 2	d	d2
18	9	9	1	8	64
7	1	20	9	8	64
16	8	13	3	5	25
15	7	12	2	5	25
10	3	15	5	2	4
9	2	18	8	6	36
14	6	17	7	1	1
11	4	16	6	2	4
13	5	14	4	1	1
				Total	224

Look for other reasonable marking points.

Question Number	Answer	Mark
(b)	**AO3 (2 marks)** Credit up to **two** marks for justification of why a Spearman's rank correlation coefficient would be used. For example: • Becky used a Spearman's rank on her data because her hypothesis stated there would be a correlation between the two co-variables of Cognitive Behavioural Therapy (CBT) and levels of aggression and not a difference (1) and the data is at least ordinal as it is sessions attended and number of aggressive incidents that have been ranked (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the improvement (AO3) For example: • Becky could observe the number of aggressive acts the offenders participate in rather than ask them to self-report the incidents (1), so this would improve the credibility of her data as the offenders may have actively underestimated the number of aggressive incidents to make themselves look better (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q15.

Question Number	Answer	Mark
(a)	**AO2 (2marks)** Credit up to **two** marks for an accurate description in relation to the scenario. For example: • Paulo could send an invitation to all the young offenders that will be attending the programme to ask if they would be willing to participate in his investigation (1), giving a time and a place for those offenders that choose to accept the invitation to discuss their experiences of the programme (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark) AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to the scenario (AO2). Credit **one** mark for justification of the weakness (AO3). For example: • There may be volunteer bias as only the offenders who are willing to take part in the anger management programme may choose to participate in the investigation (1) so the sample may be unrepresentative of all offenders as some may not engage in the programme and their views on effectiveness will not be taken into consideration (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(c)	**AO2 (1 mark) AO3 (2 marks)** Credit **one** mark for identification of an appropriate statistical test (AO2) Credit up to **two** marks for justification/exemplification of an appropriate statistical test (AO3) For example: • Paulo could use a Wilcoxon Signed Ranks test on his data (1) as he was looking for a difference between the levels of anger before and after the programme (1). It is a repeated measures design as the same offenders rated their levels of anger (1). **Look for other reasonable marking points.**	**(3)**

Q16.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • The more attractive a defendant is thought to be by the jurors the less likely they are to find the defendant guilty for certain crimes (1), as unattractive people are often portrayed as bad in the media and more likely to be portrayed as committing undesirable behaviours such as crime (1). **Look for other reasonable marking points.**	**(2)**

Q17.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • Pre-trial publicity such as reports in the media about the defendant may be a source of juror bias (1). A juror will try to make sense of the pre-trial information using their own schema so if the schema is negative, they are more likely to find the defendant guilty which may vary depending on culture and/or upbringing (1). **Look for other reasonable marking points.**	**(2)**

Q18.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • Arousal levels increase when an eyewitness is subjected to stress meaning they may not be able to focus on the details of the crime (1) and their memory of the event may be impaired influencing the reliability (1). **Look for other reasonable marking points.**	**(2)**

Q19.

Question Number	Answer	Mark
	AO1 (2 marks) Credit up to **two** marks for an accurate description. For example: • Information that is received by a witness to a crime after the event such as discussion with other witnesses (1) which has the potential to distort the existing memory and effect the accuracy of their recollection (1). **Look for other reasonable marking points.**	**(2)**

Q20.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The misinformation effect is when witnesses recall incorrect information about an incident due to other information they have heard after the incident took place. • Post event information may be in the form of leading questions where the question suggests a possible answer, such as 'the' implying something was at the incident. • Discussion between witnesses can reinforce common errors made by them, so if two witnesses remember something and agree with each other, this makes their memory of that specific detail stronger when it may not have happened. • New information about the incident may come from the media and this new information can be incorporated into witnesses' memories, especially if they fit their schemas about the crime they witnessed. **AO3** • Loftus and Palmer (1974) showed that information in the form of leading questions can lead to memories being affected and participants estimated a speed of 40.5 mph if they were asked smashed compared to 31.8 mph if they were asked contacted. • Yuille and Cutshall (1986) carried out a study on witnesses to a real shooting including asking leading questions about the colour of a panel on a car. They found that leading questions did not affect the accuracy of the witnesses' recall. • A lot of research on post event information comes from laboratory studies, so the effect of post event information may not be the same in real crimes where what is remembered may have real consequences for other people. • LaPaglia and Chan (2019) found that eye witnesses' recall of a robbery seen on a video was affected as the participants became more suggestible to misinformation that reinstated contextual information of the robbery. **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)

Q21.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Jury decision making can be researched through mock juries in which less jurors can be used than in real criminal trials. • Extraneous variables can be controlled in a mock trial so effects on juror decision making can be reduced. • Participants were shown videotaped mock trials of a robbery in Penrod and Cutler's investigation into juror decision making in the presence of an expert witness. • Penrod and Cutler's laboratory experiment used 538 participants who completed a questionnaire containing the dependent variables after they had watched the video recordings of the mock trials. **AO3** • Reduced jury numbers may mean that there are not enough jurors to discuss the case in detail, so it may not be a valid measurement of how decisions are made in a criminal trial. • Decision making processes that jurors experience in mock trials can be controlled so they can be replicated and are more reliable. • Penrod and Cutler (1989) lacked ecological validity as the 'mock jurors' were shown videos of mock trials of a robbery which did not represent real life trials. • The sample was large and the four conditions of the mock trials were spread evenly between multiple groups ranging from 2-8 participants so the study is reliable as it was repeated amongst the sample. **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)

Q22.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • All 45 participants in experiment I viewed segments of a video clip that ranged from 5 to 30 seconds and all taken from one recording of a traffic accident. • A critical question about how fast the cars were going when they hit each other was used where the verb hit was changed, for example smashed, to test the effect of the language used. • A questionnaire was used in experiment II where participants returned after one week to answer a further set of questions about the video clip they had viewed in the previous week. • They used ten closed questions with yes/no answers to test participant recall accuracy where a critical question about seeing broken glass was randomised within the set. **AO3** • Watching a video recording in a controlled environment is not representative of how witnesses to a traffic accident will observe the events, which lowers ecological validity of the findings. • By changing just the verb associated with speed, Loftus and Palmer (1974) can be more certain that the IV of the verb was what impacted on the speed estimates, increasing construct validity that they tested the effect of language on recall. • There may be extraneous variables impacting on the findings from the questions as participants may have discussed the video or seen further traffic accidents which may have altered their memory, so the data about language may not be reliable. • Quantitative data was gathered from the yes/no questions making the interpretation of the data objective meaning that the results were more reliable as they were not subject to researcher bias. **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)

Q23.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • The other race effect is when eye-witnesses are more likely to accurately identify a perpetrator that is the same race as themselves compared to a perpetrator from a different race. • The longer the amount of time between the crime and the identification of a perpetrator the more the other race effect increases so possibly leading to false identifications. • It could be caused by other races focussing on different features when encoding faces of the same race, so when presented with a perpetrator from another race these features may be less helpful when identifying a perpetrator. • The other race effect has less influence on eye-witnesses who have had more equal, positive contact with people from other races to the eye-witnesses. **AO3** • Smith et al. (2004) found clear evidence of the other race effect and memory clarity with participants who identified a suspect being more likely to make an error in their identification if the suspect was from another race. • It could be that subtle cues from the police affect the identification of the perpetrator, if their body language indicates someone from another race is thought to be the perpetrator rather than the effect of time on the other race effect. • If eye-witnesses are told about the other race effect this can improve the reliability of the witnesses as they become more conservative when identifying perpetrators when given retrieval instructions so less likely to make false alarms as found by Borstein et al. (2013). • Elphick et al. (2021) found that the race of the eye-witness did not affect the correct identification of a white suspect, but seeing a lookalike on social media did affect the accuracy of identification so there are other factors in eyewitnesses correctly identifying a suspect. **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)

Q24.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Self-fulfilling prophecy occurs when a person behaves in a way that is expected of them by internalising the label given to them. • People can be labelled as anti-social due to stereotypes in respect of personal characteristics, such as gender. • Self-fulfilling prophecy is a belief that an individual holds about a future event and this belief is affirmed when it is actioned. • Not everyone internalises the labels that are given to them. **AO3** • Rosenthal and Jacobsen (1968) found that children labelled as bloomers made larger gains than their fellow peers suggesting that if someone is labelled as criminal, they will internalise that belief and behave accordingly. • Jahoda (1954) found that boys born on a Wednesday were given a name that meant they would be aggressive and that they had a 22% higher arrest rate than boys born on a Monday who were labelled as mild mannered which could explain their behaviour. • Social learning theory would suggest that it is not the belief that causes an action to happen but the choice to copy the behaviour of roles models, therefore criminal behaviour is as a result of copying rather than an internal belief system. • Recidivism rates in the United Kingdom for juvenile offenders in January 2021 was 31.1% suggesting that nearly 70% of offenders did not return to crime, despite the label they had been given. **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)

Q25.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Impulsive anti-social behaviour can be caused by anti-social personality disorder which is linked to abnormalities in the brain. • People diagnosed with ASPD can be aggressive, hostile, violent and threatening to others, which can lead to criminal acts. • ASPD can be explained as a form of innate pathology in brain-functioning in areas such as the prefrontal cortex. • Those with ASPD do not conform to acceptable social behaviour, and so are more likely to demonstrate anti-social behaviour. **AO3** • Yang et al. (2008) found, using fMRI brain scanning, that emotional information was not processed in the frontal regions of the brain of those with ASPD leading to anti-social behaviour. • Criminal behaviour as suggested by self-fulfilling prophecy would be where the individual internalises the label of being violent and behaves according to that belief so it is not due to ASPD. • ASPD can be empirically tested giving the theory credibility as it has been found that those with ASPD have structural and functional impairment leading to anti-social behaviour. • Anti-social behaviour could be as a result of the media as opposed to ASPD as Anderson and Dill (2000) found a correlation between increased aggression and playing violent video games. **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)

Q26.

Question Number	Indicative Content	Mark
	AO1 (4 marks), AO3 (4 marks) **AO1** • Psychological (case) formulation is a constructive approach taken to work with offenders to bring about changes to their criminal behaviour. • Psychological (case) formulation can be used for offenders from all types of crime where they document their own thoughts and feelings. • Practitioners in the field, such as Probation Officers can be trained to use psychological (case) formulation with offenders. • Psychological (case) formulation tailors treatments to address individual offender's circumstances. **AO3** • Looking at all aspects of the offender's life such as perceptions of crime and relationships may help us better understand their behaviour as it is holistic and not restricted to single elements. • Whitehead et al. (2007) found that when offenders were allowed input into the formulations, it gave them a better understanding of their behaviour and they were more likely to work at their goals making it an effective therapy. • Minoudis et al. (2013) reports that even with training, probation officers did not feel confident in all aspects of psychological (case) formulation meaning that if it is not used properly it may have limited value in changing outcomes in respect of offenders' future behaviours. • Kuyken (2006) found that better formulation did not lead to better understanding of the offenders' behaviours so was not useful in reducing criminal behaviour. **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)

Q27.

Question Number	Answer	Mark
(a)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the reason (AO3) For example: • Esther can gather qualitative personalised detailed accounts from each young offender about their family and lifestyle in her interviews by using open questions (1) which will allow them to give more valid information about their family situation giving her rich and detailed data about the individual circumstances they believed led them to commit burglary (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • The young offenders may feel embarrassed about their family situations and not give true details of their life events as being a possible cause of their criminal behaviour (1) and so may give socially desirable responses to Esther to make themselves and their families look better reducing the validity of her findings (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q28.

Question Number	Answer	Mark
	AO1 (2 marks), AO3 (2 marks) Credit **one** mark for identification of a strength/weakness (AO1). Credit **one** mark for a justification of the strength/weakness (AO3). For example: Strength • CBT teaches offenders self-help strategies which can be used once the therapy sessions are complete, so may be successful in the long-term (1) as Lipsey (2009) found in the analysis of 548 studies that it was more effective than other interventions in reducing further criminal behaviour (1). Weakness • CBT requires offenders to change their thought processes so it may not be effective for all types of offending for example offenders with anti-social personality disorder (1) as Howells et al. (2005) found that CBT did not reduce the levels of aggression significantly in offenders convicted of violent offences (1). **Look for other reasonable marking points.**	**(4)**

Q29.

Question Number	Answer	Mark
a	**AO2 (2 marks), AO3 (2 marks)** Credit up to **one** mark for identification of a strength and a weakness in relation to the scenario (AO2). Credit up to **one** mark for justification of the strength and the weakness (AO3). For example: Strength • Jasmine will develop a personalised treatment plan for Goldie to help predict future events which may trigger her aggression and prepare her for life outside prison when she is released (1) so a tailored case formulation based on her needs such as dealing with alcohol abuse is required as Byrne and Howells,(2002) suggest there is a need for better rehabilitation and management of women prisoners (1). Weakness • Jasmine will need to work with a multi-disciplinary team such as clinical psychologists and parole officers to create an individual plan for dealing with Goldie's antisocial personality disorder which can be time consuming (1) so it may be difficult to gather the team together before her parole meeting, meaning she may not be given the opportunity to reduce the time of her sentence if a plan is not in place (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an ethical issue in relation to the scenario (AO2). Credit **one** mark for justification/exemplification of the ethical issue (AO3). For example: • Jasmine should ensure that protection from psychological harm is considered when Goldie has to discuss personal details such as drug abuse (1) as whilst it is necessary to consider her life experiences such as depression which may have been a factor in her aggressive behaviour, she will have to relive painful memories (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q30.

Question Number	Answer	Mark
	AO2 (1 mark), AO3 (1 mark) Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Problem focussed coping strategies may be better for the students than emotion focussed strategies as it will remove the reasons why they find it hard to revise (1) therefore providing a long-term solution for the students and improving their learning now and in the future so problem focused strategies are more useful in the long term (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q31.

Question Number	Answer	Mark
	AO2 (1 mark), AO3 (1 mark) Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • There is evidence from Bandura, Ross and Ross (1963) that supports the fact that children at the nursery may imitate the characters from the new cartoon giving the theory credibility (1), as they found that there were 24 imitative acts when children observed the cartoon character, such as the child at the nursey punching the other child (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q32.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each strength/weakness in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each strength/weakness (AO3) For example: Strength • Greg's case formulation on Mary takes into account a lot of different aspects of her life, such as her past and current relationships making it a holistic approach (1), which means that any recommendations Greg makes for Mary's treatments are more likely to be successful as the recommendations will be based on a variety of detailed information about Mary's past and present (1). Weakness: • Greg has to take a lot of detailed information about Mary's relationships, economic and social circumstances and decide what is more relevant to put into a brief document (1), which means that he may not include information that Mary thinks is important as he has subjectively decided what to include in the psychological formulation, so any recommended treatments may not be effective (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q33.

Question Number	Answer	Mark
	AO2 (1 mark), AO3 (1 mark) Credit **one** mark for accurate identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • The meta-analysis by Lipsey et al. (2007) found that cognitive behavioural therapy does reduce reoffending rates so it would help the prisoner that Sonya is treating and stop them stealing cars (1), as they found that those who had cognitive behavioural therapy were 1.53 times less likely to reoffend after 12 months, so Sonya's offender is less likely to take another car without the owner's consent (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q34.

Question Number	Answer	Mark
	AO2 (1 mark) AO3 (1 mark) Credit **one** mark for identification of a strength in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Kajri's testimony will be more reliable if she describes the attack in the park in a different narrative order as this will stop her reconstructing the events which can lead to distortion (1). Geiselman et al. (1985) supports this, as they found that due to the recency effect witnesses should recount events backwards, so Kajri should start at the end where the phone was stolen (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q35.

Question Number	Answer	Mark
(a)	**AO2 (2 marks), AO3 (2 marks)** Credit up to **two** marks for identification of each strength in relation to the scenario (AO2). Credit up to **two** marks for justification/exemplification of each strength (AO3). For example: • Vashti has used a standardised procedure in her mock jury research with each group being shown the same video-tape recording of the witness testimony (1) so she could replicate her mock jury research about the effect of witness confidence at further universities to test for reliability (1). • Vashti is able to manipulate the confidence levels of the witness testimony to make sure she has a valid test of the impact of witness confidence (1) which ensures that she is testing the specific variables that she intended to in order to establish a higher level of cause and effect between witness confidence and jury decision-making (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
(b)	**AO2 (1 mark), AO3 (1mark)** Credit **one** mark for accurate identification of improvement in relation to the scenario (AO2) Credit **one** mark for justification/exemplification (AO3) For example: • Vashti could run the mock jury research at several universities other than just her own local university so that her sample is more representative (1) this will then make her findings about eye witness testimony more applicable to a wider group of potential jurors in real life court cases. (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Q36.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit up to **one** mark for each identification of each reason in relation to the scenario (AO2). Credit up to **one** mark for justification/exemplification of each reason (AO3). For example: Reason 1 • Carl will work on changing his distorted thinking, which is a trigger for his anger, for example thinking his neighbours are talking about him (1) so Carl will be involved in role play to modify his angry feelings which Lipsey (2009) suggests is an effective intervention to use with offenders (1). Reason 2 • Carl will also work on his inability to consider the effects of his behaviour on other people, such as playing loud music regularly until 2.00 am (1) so by understanding his neighbours' point of view, this will reduce the chance of recidivism as he learns to control his angry emotions (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q37.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each reason (AO3) For example: • The cognitive interview will be used by Seth to reinstate the environment they were in when they saw the vandal to improve the accuracy of the witness memory (1) as this should trigger context dependent memories such as features of the vandal to help him catch the perpetrator (1). • Seth could use the cognitive interview to help the witness recount the suspicious behaviour in different orders which may lead to more details about the vandalism being remembered (1) as this introduces a recency effect where they may remember the last thing they saw, for example the specific events that took place when damaging the garden fences (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q38.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each reason (AO3) For example: • People could have created a schema of people who live in the high crime rate area that Mina lives in so label Mina as a criminal (1) so Mina responds to this label and commits criminal acts such as stealing the necklace (1). • If Mina has a low self-esteem, she will believe that people are right to treat her as a criminal due to her sibling being in prison (1) leading to her internalising the label of criminal that people have given her and so behaves as a criminal like her sister (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q39.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for accurate identification of each way in relation to the scenario (AO2) Credit **one** mark for exemplification/justification of each way (AO3) For example: • Arnold will have experienced high levels of anxiety when the man pointed the gun at him resulting in his body producing higher levels of cortisol (1) this will have reduced the accuracy of his description of the man as high levels of cortisol are linked to memory impairment (1). • Arnold will have focused all his attention on the gun because it is a perceived threat (1) this means that he will have paid less attention to the features of the man, so his description of the offender may not be reliable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Q40.

Question Number	Answer	Mark
	AO2 (2 marks), AO3 (2 marks) Credit **one** mark for an accurate identification of each reason in relation to the scenario (AO2) Credit **one** mark for justification/exemplification of each reason (AO3) For example: • Belinda's cortisol levels may have increased at the sound of people shouting leading to selective attention increasing the reliability of some parts of her memory (1). Al'Absi et al. (2002) found that cortisol disrupts working memory but enhances selective attention as she may have been preparing for fight or flight (1). • Belinda may not remember all the peripheral details of the thieves and people shouting, as she may have fixated on her heightened stress levels so her memory may not be reliable (1) Christianson (1992) found that emotional witnesses fixated longer on stimuli that were traumatic, and Belinda being pushed to the ground may have been traumatic (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**