

**A LEVEL**  
*Curriculum Plan*

# PSYCHOLOGY

H567  
For first teaching in 2015

## Component 3: Criminal Psychology

Version 1



## Component 3 – Criminal Psychology

In Component 3 of the A Level specification students must study two of four optional topics, of which one is 'criminal psychology'. This option gives students the opportunity to explore a range of topics within criminal psychology, from what makes a criminal, the collection and processing of evidence (including bias), influences in the courtroom and preventing and reducing offending. Within each of the six topics in criminal psychology, students are required to know the background, a key research study and application of the topic.

The following document aims to provide a suggested scheme of work outline that you can adapt to suit your students. Issues and debates should be linked to appropriate material throughout component 3 and suggested materials are detailed below. The guided learning hours for this section is roughly 18 lessons.

Lesson No	Elements	Lesson Aims and Objectives	Lesson Content	Lesson Plenary	Homework/ Assessment (teacher, peer, self)
1	<p><b>What makes a criminal? - Background</b></p> <p>Physiological and non-physiological explanations of criminal behaviour.</p>	<p>Outline physiological explanations of criminal behaviour, including brain dysfunction and genetics.</p> <p>Outline physiological explanations of criminal behaviour, including brain dysfunction and genetics.</p> <p>Evaluate these explanations with research evidence and application of issues and debates</p>	<p>Physiological explanations including brain dysfunction and genetics.</p> <p><a href="http://news.bbc.co.uk/1/hi/health/2167929.stm">http://news.bbc.co.uk/1/hi/health/2167929.stm</a> - An interesting article on Fred West can be used as a starting point for physiological explanations, this can also be used to discuss the nature/nurture and freewill/determinism debates in relation to criminal behaviour.</p> <p>Students to research or present information on Mednick et al's Danish criminal adoption study – students make conclusions about physiological or non-physiological explanations.</p> <p>Brain diagram – label the following parts of the brain: limbic system, temporal lobe, corpus callosum, and pre-frontal cortex and identify how abnormalities in them could cause criminal behaviour.</p> <p>Non-physiological explanations, including behaviourism, particularly Social Learning Theory (SLT). Students recall key features of SLT and of Bandura's Bobo Doll study from component 2. How can this theory/research be applied to crime.</p> <p>Students to write a paragraph on SLT as an explanation of criminal behaviour to include the following key terms: observation, imitation, role model, vicarious reinforcement, vicarious punishment, direct experiences, self-efficacy.</p> <p>By the end of this topic students should apply issues and debates to the explanations – issues and debates matching task e.g. physiological – nature, determinism, individual and reductionism.</p>	<p>Outline the physiological explanation of criminal behaviour</p> <p>and/or</p> <p>Outline the non-physiological explanation of criminal behaviour</p>	<p>Homework task – research real life examples of where SLT could explain criminal behaviour</p>

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2	<p><b>What makes a criminal? – Key Research</b></p> <p>Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.</p>	<p>Describe and evaluate Raine et al.'s research.</p> <p>Apply Raine et al.'s study to the physiological explanation.</p> <p>Apply appropriate issues and debates to Raine et al.'s research.</p>	<p>Starter – 'The brain of a murderer' a nice recap of the previous lesson and before covering Raine <a href="https://www.youtube.com/watch?v=m2bPMDTXQTY">https://www.youtube.com/watch?v=m2bPMDTXQTY</a></p> <p>Summarise Raine et al.'s study using a choice of sources, including textbooks, lecture notes or radio interview/article below: <a href="http://www.npr.org/2014/03/21/292375166/criminologist-believes-violent-behavior-is-biological">http://www.npr.org/2014/03/21/292375166/criminologist-believes-violent-behavior-is-biological</a></p>	<p>Implications of Raine's research, including issues and debates. An interview with Adrian Raine:</p> <p><a href="https://www.youtube.com/watch?v=Pc4j9STclRk">https://www.youtube.com/watch?v=Pc4j9STclRk</a></p>	<p>Using the research by Raine et al. outline the physiological explanation of criminal behaviour (10)</p>
3	<p><b>What makes a criminal?– Application</b></p> <p>At least one biological strategy for preventing criminal behaviour.</p>	<p>Describe biological strategies for preventing criminal behaviour.</p> <p>Evaluate biological strategies for preventing criminal behaviour.</p> <p>Apply knowledge of biological strategies to a novel source.</p>	<p>Defend the indefensible! Students consider the following ways to prevent criminal behaviour:</p> <ol style="list-style-type: none"> <li>1. Imprison those with brain abnormalities who are likely to commit crime.</li> <li>2. Chemically castrate criminals.</li> <li>3. Carry out lobotomies, ECT or give drugs to prevent criminal.</li> </ol> <p>Finally, a more ethical crime prevention strategy such as biosocial intervention programmes could be researched or taught to the class.</p>	<p>Students write a scenario about a criminal whose crimes may be due to biological reasons.</p>	<p>Students swap scenarios and answer the following exam style question:</p> <p>Discuss a biological strategy which may be used to prevent criminal in relation to the scenario (10)</p>
4	<p><b>The collection and processing of forensic evidence– Background</b></p> <p>Motivating factors and bias in the collection and processing of forensic evidence.</p>	<p>Outline methods in the collection and processing of forensic evidence.</p> <p>Outline motivating factors and bias in the collection and processing of forensic evidence.</p> <p>Evaluate these factors in relation to issues and debates</p>	<p>Starter – Ideas blast – examples of collection and processing of forensic evidence.</p> <p>Time line research task – when techniques were developed.</p> <p>Inside Scotland Yard with Trevor McDonald documentary <a href="https://www.youtube.com/results?search_query=inside+scotland+yard+with+trevor+mcdonald">https://www.youtube.com/results?search_query=inside+scotland+yard+with+trevor+mcdonald</a> how forensic evidence is collected – this could be watched in preparation before the lesson, or extracts could be watched within the lesson – this covers fingerprints and DNA.</p> <p>Students consider why may there be bias in the collection and processing of evidence. E.g. seriousness of crime, observer bias, emotional impact, overconfidence, quality of evidence.</p>	<p>Psychology as a Science Debate – Are these techniques scientific?</p> <p>Are these techniques useful?</p> <p>Can bias reduce the usefulness and scientific nature of forensic evidence?</p> <p>For and against pair debate.</p>	<p>Choose another debate and answer the following question:</p> <p>Assess the ___ debate with regard to motivating factors and bias in the collection of forensic evidence (15)</p>

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5	<p><b>The collection and processing of forensic evidence – Key Research</b></p> <p>Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?</p>	<p>Describe and evaluate Hall and Player's research.</p> <p>Apply Hall and Player's study to motivating factors and bias in the collection and processing of forensic evidence.</p> <p>Apply appropriate issues and debates to Hall and Player's research.</p>	<p>Students describe the study using the following key terms:</p> <p>Fingerprint Experts, Emotional Bias, Metropolitan Police, IV, DV, Independent Measures, £50, Randomly Allocated, High Context Group, Low Context Group, Demographic Information Sheet, Feedback Sheet, 81.4%, 52.6%, 52%, 47.4%, 6%, 46%, 37%, 20%, 17%, very similar, confident, unnecessary, adept, validity, reliability.</p> <p>Followed by directed questions to the group to ensure knowledge and understanding of the study.</p>	<p>Give students copies of the candidate style answers to the question - Explain how the research by Hall and Player (2008) could be used to improve fingerprint identification.</p> <p><a href="http://www.ocr.org.uk/Images/304156-unit-03-criminal-psychology-candidate-style-answers.pdf">http://www.ocr.org.uk/Images/304156-unit-03-criminal-psychology-candidate-style-answers.pdf</a> they identify AO1 and AO2 points and how the answer could be improved</p>	<p>Students then write their own answers to question, identify AO1 and AO2 points and self- assess their answers.</p>
6	<p><b>The collection and processing of forensic evidence- Application</b></p> <p>At least one strategy for reducing bias in the collection and processing of forensic evidence.</p>	<p>Describe strategies for reducing bias in the collection and processing of forensic evidence</p> <p>Evaluate for reducing bias in the collection and processing of forensic evidence</p> <p>Apply knowledge of a strategy to a novel source.</p>	<p>Briefly teach the class strategies identified by Dror (2012) and Kassin et al. (2013) including: education in forensics, cognitive training, sequential unmasking, blind testing, a line-up of evidence and searching for the negative. Students are then placed into groups to further research these strategies and produce an information leaflet aimed at experts to reduce bias.</p>	<p>Present the strategy to the rest of the class.</p>	<p>SAM question</p> <p>A series of high profile serious violent crimes...</p> <p>(c)* Discuss how motivating factors might impact the collection and processing of forensic evidence in this case. [10]</p>
7	<p><b>Collection of evidence - Background</b></p> <p>Collection and use of evidence from witnesses and suspects.</p>	<p>Describe the collection and use of evidence from witnesses and suspects, including interviews.</p> <p>Evaluate the collection and use of evidence from witnesses and suspects, including interviews with the sue of appropriate issues and debates</p>	<p>Recap Loftus and Palmer and issues with EWT</p> <p>Reid's 9 steps of interrogation</p> <p>The Individual/Situational Debate</p> <p>Introduce the Cognitive Interview and compare to the Standard Interview</p> <p>NB – Some of the content for the next lesson can be introduced here.</p>	<p>Identify CI strategies in this clip:</p> <p><a href="https://www.youtube.com/watch?v=3HwcMEwgWqQ">https://www.youtube.com/watch?v=3HwcMEwgWqQ</a></p>	<p>Flipped learning - Start reading the Memon and Higham research and begin to answer questions for the next lesson</p>

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8	<p><b>Collection of evidence – Key Research</b></p> <p>Memon, A. and Higham, P. A. (1999) A review of the cognitive interview. <i>Psychology, Crime and Law</i>. 5, (1–2), 177–196.</p>	<p>Describe Memon and Higham’s study</p> <p>Evaluate Memon and Higham’s study including methodological issues of CI research.</p> <p>Discuss relevant debates to the Cognitive Interview.</p>	<p>The original article can be accessed here:  <a href="https://www.researchgate.net/publication/28762716_A_review_of_the_Cognitive_Interview">https://www.researchgate.net/publication/28762716_A_review_of_the_Cognitive_Interview</a></p> <p>Students should read the article and answer the following questions while doing so:</p> <ul style="list-style-type: none"> <li>-Outline the four stages of the Cognitive Interview. Reinstatement Context (RC)...</li> <li>Report Everything (RE)...</li> <li>Change Perspective (CP)...</li> <li>Change Order (CO)...</li> </ul> <ul style="list-style-type: none"> <li>• Outline the results from Memon et al. (1996a) and Milne (1997)</li> <li>• What additional features does the enhanced cognitive have?</li> <li>• How effective is the CI compared to Guided Memory Interview, The Structured Interview and The Standard Interview?</li> <li>• Problems with the Cognitive Interview</li> <li>• What conclusions can be made?</li> <li>• Discuss methodological issues in the research that is mentioned.</li> </ul>	<p>Students watch the following crime ‘can you spot the murderer?’ In pairs, one student take on the role of the witness and the other as the interviewer and they carry out a cognitive interview.</p> <p><a href="https://www.youtube.com/watch?v=vQbTX2qS10">https://www.youtube.com/watch?v=vQbTX2qS10</a></p>	<p>Summarise the CI in 140 characters.</p> <p>Write a paragraph as to why the CI is relevant to the reductionism/holism debate.</p>
9	<p><b>Collection of evidence - Application</b></p> <p>At least one strategy for police interviews.</p>	<p>Describe strategies used in police interviews</p> <p>Apply knowledge of police interview strategies to a novel source.</p> <p>Apply the mark scheme to answers to the application question.</p>	<p>Make notes on the PEACE and ADVOKATE techniques:            Planning and preparation, Engage and explain, Account, Closure, Evaluate</p> <p>Amount of Time observed the crime, Distance, Visibility, Obstruction, Known perpetrator, Any other reason to remember, Time elapsed since crime, Errors.</p> <p>Students come up with scenario in which a crime has been committed.... And then answer the following question related to the source</p> <p>Discuss a strategy for maximising recall when conducting these police interviews (10)</p>	<p>Look at generic mark scheme for part c questions <a href="http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf">http://ocr.org.uk/Images/171772-unit-h567-03-applied-psychology-sample-assessment-materials.pdf</a></p> <p>Page 25</p>	<p>Peer marking of section c answer</p>

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10	<p><b>Psychology and the courtroom - Background</b></p> <p>How juries can be persuaded by the characteristics of witnesses and defendants.</p>	<p>Describe juries can be persuaded by the characteristics of witnesses and defendants.</p> <p>Discuss characteristics which may be influence juries.</p> <p>Consider research evidence in this area.</p> <p>Answer exam style question.</p>	<p>As a starter activity, students could read one of these articles to introduce the topic, followed by a class discussion: <a href="http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html">http://www.dailymail.co.uk/news/article-443754/Ugly-defendants-likely-guilty-attractive-ones.html</a></p> <p><a href="http://news.bbc.co.uk/1/hi/health/6478659.stm">http://news.bbc.co.uk/1/hi/health/6478659.stm</a></p> <p>Discussion questions – what does a criminal look like? Why do more attractive people get more lenient sentences? Does somebody’s accent make a difference to perception of guilt? What kind of person is most likely to commit the following crimes: fraud, assault, speeding, cyber-crimes? Are there certain crimes that attractive people are more likely to be convicted of?</p> <p>Characteristics of witnesses: who would you trust? Photos of different witnesses could be presented to a class (including different ages, someone with glasses, different dress). Witness confidence – students research and summarise Penrod and Cutler’s (1995) study.</p>	<p>Summarise lesson content into answer to the following question:</p> <p>Explain how juries can be persuaded by the characteristics of witnesses and defendants. (10)</p>	<p>Watch and make notes on the following clip: <a href="https://www.youtube.com/watch?v=Bf3Rn0MT2yA">https://www.youtube.com/watch?v=Bf3Rn0MT2yA</a></p> <p>Apply this to socially sensitive research</p>
11	<p><b>Psychology and the courtroom – Key Research</b></p> <p>Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt.</p>	<p>Describe Dixon et al’s research</p> <p>Evaluate Dixon et al’s research in terms of issues and debates</p> <p>Apply knowledge of the Dixon et al. study to a sample exam question.</p>	<p>Using the original article or description from a textbook, students should identify the following features:</p> <p>Aim, participants, design, procedures, materials, results, ethics, reliability, validity, usefulness, socially sensitive research.</p> <p>Students should then write 10 questions about the study and swap with a partner.</p>	<p>Answer questions on Dixon et al.</p>	<p>Discuss methodological issues in research in psychology and the courtroom (10)</p>
12	<p><b>Psychology and the courtroom - Application</b></p> <p>At least one strategy to influence jury decision making.</p>	<p>Demonstrate knowledge and understanding of strategies used to influence juries.</p> <p>Apply knowledge and understanding of these strategies to novel sources and exam type questions.</p>	<p>A mock trial could be conducted to demonstrate strategies that influence juries (this could be based on the ‘can you spot a murderer’ clip) The following strategies could be used by different members of the class (some are more effective than others) after conducting research into the strategy:</p> <p>Social influence, Expert witnesses, Defendant’s Characteristics, Presentation of Evidence ‘Story Order’ and ‘Witness Order’, Emphasising Scientific/Forensic Evidence, Eyewitness Testimony and Leading Questions.</p>	<p>Students take notes during the mock trial on the different strategies and add to these notes by trading information with members of other groups.</p>	<p>Scenario – A lawyer is representing a man who believes has been wrongly accused of murder, there is evidence to suggest that he is guilty and other evidence that he may be innocent</p> <p>Outline one strategy that could be used to influence during decision making in this case. (10)</p>

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13	<p><b>Crime prevention – Background</b></p> <p>How the features of neighbourhoods and a zero tolerance policy can influence crime.</p>	<p>Describe how features of neighbourhoods can influence crime.</p> <p>Describe how zero tolerance policing can influence crime.</p> <p>Evaluate the effectiveness of zero tolerance policing through strengths and limitations.</p>	<p>Starter discussion - what kind of neighbourhood is crime likely to occur in? Students identify features of these neighbourhoods.</p> <p>Carousel Activity – Learners go around the classroom watching various clips and reading articles in order to identify features of zero tolerance policing, advantages and disadvantages of it and when it is appropriate to use/not use. Is it effective?</p> <p>Arguments for and against zero tolerance :</p> <p><a href="http://idebate.org/debatabase/debates/law-crime/house-believes-zero-tolerance-policing-good-tactic-fighting-crime">http://idebate.org/debatabase/debates/law-crime/house-believes-zero-tolerance-policing-good-tactic-fighting-crime</a></p> <p><a href="https://www.youtube.com/watch?v=oTG8q2o6MYw">https://www.youtube.com/watch?v=oTG8q2o6MYw</a></p> <p><a href="https://www.youtube.com/watch?v=_p4ZhcYp7kY">https://www.youtube.com/watch?v=_p4ZhcYp7kY</a></p> <p><a href="https://www.youtube.com/watch?v=B-AmfHh6U3k">https://www.youtube.com/watch?v=B-AmfHh6U3k</a></p> <p><a href="https://www.youtube.com/watch?v=WRxAKUJsvgo">https://www.youtube.com/watch?v=WRxAKUJsvgo</a></p> <p><a href="http://news.bbc.co.uk/1/hi/uk/182553.stm">http://news.bbc.co.uk/1/hi/uk/182553.stm</a></p> <p><a href="https://www.washingtonpost.com/opinions/a-broken-approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd_story.html?utm_term=.e43130ebfbfc">https://www.washingtonpost.com/opinions/a-broken-approach/2015/05/04/5119f10c-f28c-11e4-b2f3-af5479e6bbdd_story.html?utm_term=.e43130ebfbfc</a></p>	<p>Students' feedback on what they have found about zero tolerance policing.</p>	<p>Write a letter to the crime commissioner advising for/against the use of zero tolerance policing with evidence to support arguments.</p>
14	<p><b>Crime prevention – Key Research</b></p> <p>Wilson and Kelling (1982)The police and neighbourhood safety: Broken windows.</p>	<p>Describe the broken windows theory</p> <p>Describe Wilson and Keeling's research</p> <p>Apply relevant issues and debates to this research.</p> <p>Answer exam style questions on the background and key research into crime prevention.</p>	<p>A short clip to start the session – what is broken windows theory? <a href="https://www.youtube.com/watch?v=RYWCzZHChQ">https://www.youtube.com/watch?v=RYWCzZHChQ</a></p> <p>The original article can be found here: <a href="http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/">http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/</a></p> <p>Students could read this during the lesson as a homework task, they should be able identify issues and debates, the broken windows theory and zero tolerance policing.</p> <p><a href="https://www.youtube.com/watch?v=AMYrsNqL4Dc">https://www.youtube.com/watch?v=AMYrsNqL4Dc</a> – An interesting interview discussing the key research</p> <p>Research methods link – students could design a questionnaire interview and ask friends/family about themes from the article such as crime prevention strategy and views on police patrols. Results could be analysed with descriptive statistics.</p>	<p>Using the research by Wilson and Kelling explain how the features of neighbourhoods and a zero tolerance policy can influence crime (10)</p>	<p>Assess the methodological issues involved when researching crime prevention (15)</p>

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15	<p><b>Crime prevention – Application</b></p> <p>At least one strategy for crime prevention.</p>	<p>Outline crime prevention strategies such as CCTV</p> <p>Evaluate the crime prevention strategies in relation to effectiveness and issues and debates</p> <p>Apply knowledge of crime prevention strategies to a novel source</p>	<p>Starter – Ideas blast – how do we prevent crime?</p> <p>Strategies include the see of CCTV, removing the benefits of a crime (e.g. ink security tags), supporting compliance (e.g. providing bins to stop dropping litter), appealing to people's conscience.</p> <p>Students are given a strategy which they must research and promote to the local police (members of the class) as a strategy to be adopted.</p>	<p>Students complete a table with the following information about different crime prevention strategies: 1. Description of the strategies 2. Strengths of the strategies and 3. Weaknesses of the strategies</p>	<p>Scenario – A crime prevention strategy has been effective at reducing crime in a large city in England</p> <p>Discuss how a criminal psychologist might apply their knowledge of crime prevention to explain this. (10)</p>
16	<p><b>Effect of imprisonment – Background</b></p> <p>Punishment and reform as responses to criminal behaviour.</p>	<p>Describe how criminal behaviour can be punished.</p> <p>Describe how criminals can be reformed.</p> <p>Evaluate punishment and reform as ways of dealing with crime. Are they effective?</p> <p>Conduct a self-report as a practical activity and reflect on the experience.</p>	<p>Starter – what is the purpose of prison? Is prison a punishment? How else can offenders be punished?</p> <p>Crime stats activity – including reoffending rates – data analysis task.</p> <p>Students could research news stories about criminal offences, this could be from local newspaper or online, for example <a href="http://www.liverpoolecho.co.uk/all-about/courts">http://www.liverpoolecho.co.uk/all-about/courts</a></p> <p>Students could write a judge's verdict as a way of deciding on an appropriate punishment and why or why not prison would be appropriate. A class debate could be carried out about pros and cons of imprisonment for different crimes.</p>	<p>The class debate could be summarised in a strengths and weaknesses table.</p>	<p>Research methods task – design, conduct and analyse results for a practical project (self-report) on people's views on prison as a punishment.</p>
17	<p><b>Effect of imprisonment – Key Research</b></p> <p>Haney et al. (1973) Study of prisoners and guards in a simulated prison.</p>	<p>Describe the Stanford Prison Experiment</p> <p>Evaluate the Stanford Prison Experiment in terms of issues and debates.</p> <p>Apply knowledge and understanding of the study to exam type questions.</p>	<p>The Stanford prison experiment website is an excellent resource. Students watch videos, read descriptions, do a research task and answer questions: <a href="http://www.prisonexp.org/">http://www.prisonexp.org/</a></p> <p>Identify methodological issues with this study:</p> <p>Students write counter argument paragraphs.</p> <p>e.g. Haney study is high in validity because..., however it could be argued to be low in validity because...</p> <p>Do this for reliability, ethics, sampling bias and ethnocentrism.</p>	<p>Using the research by Haney et al. (1973), explain punishment and reform as responses to criminal behaviour. (10)</p>	<p>Why did the prisoners and guards behave as they did?</p> <p>Individual/ situational debate</p> <p>Reductionism/ Holism debate and usefulness.</p>



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18	<p><b>Effect of imprisonment – Application</b></p> <p>At least one strategy for reducing reoffending.</p>	<p>Describe restorative justice as a crime prevention strategy.</p> <p>Evaluate restorative justice, including its effectiveness and validity.</p> <p>Apply knowledge of restorative justice to a novel source</p>	<p>Starter - Group discussion – how do we deal with criminals? Learners come up with suggestions which may include prison, restorative justice, offending behaviour programmes, community service and even the death penalty.</p> <p>Make notes on –</p> <ol style="list-style-type: none"> <li>1. Description of the strategies</li> <li>2. Strengths of the strategies and</li> <li>3. Weaknesses of the strategies</li> </ol> <p>Task 2 - Restorative Justice – Peter Woolf – The Woolf Within <a href="https://www.youtube.com/watch?v=A1s6wKeGLQk">https://www.youtube.com/watch?v=A1s6wKeGLQk</a></p> <p>Whilst watching the video students can answer the questions below: And/or an article or interview with Paul Kohler, who was a victim of crime and who talks about his experiences of RJ could be used to answer the same questions. <a href="http://www.bbc.co.uk/news/uk-37239787">http://www.bbc.co.uk/news/uk-37239787</a></p> <ol style="list-style-type: none"> <li>1. Describe the crime that took place.</li> <li>2. What was the impact on the victim?</li> <li>3. What does RJ involve?</li> <li>4. What are the advantages/disadvantages for the victim and the perpetrator</li> <li>5. Identify some RJ stats.</li> </ol>	<p>Group Q and A – directed questions on restorative justice to consolidate knowledge.</p>	<p>Explain how the research by Haney et al. (1973), could be used to explain a strategy for reducing reoffending. (10)</p>



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