PSYCHOLOGY
Theme: Criminal Psychology (component 3)
August 2015
We will inform centres about any changes to the specification. We will also publish changes on our website. The latest version of our specification will always be the one on our website (www.ocr.org.uk) and this may differ from printed versions.

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Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- **Content**: a clear outline of the content covered by the delivery guide;
- **Thinking Conceptually**: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject;
- **Thinking Contextually**: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.
As part of Component 3 (Applied Psychology) of the A Level, there is a choice of two topics from a possible four. These are criminal psychology, child psychology, sport and exercise psychology, and environmental psychology.

The idea is to provide a range of alternative ways to deliver this content at A Level so teachers can pick and choose an approach that suits them and their classes.

There are six key topics that must be delivered for the chosen options, with background, research and application; the content for criminal psychology is below.

**Section B: Option 2 Criminal psychology (choose two out of the four options)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Background</th>
<th>Key research</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>What makes a criminal? (Biological)</td>
<td>Physiological and non-physiological explanations of criminal behaviour.</td>
<td>Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.</td>
<td>At least one biological strategy for preventing criminal behaviour.</td>
</tr>
<tr>
<td>The collection and processing of forensic evidence (Biological)</td>
<td>Motivating factors and bias in the collection and processing of forensic evidence.</td>
<td>Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?</td>
<td>At least one strategy for reducing bias in the collection and processing of forensic evidence.</td>
</tr>
<tr>
<td>Psychology and the courtroom (Cognitive)</td>
<td>How juries can be persuaded by the characteristics of witnesses and defendants.</td>
<td>Dixon et al. (2002) Accents of Guilt: Effects of Regional Accent, Race, and Crime Type on Attributions of Guilt.</td>
<td>At least one strategy to influence jury decision-making.</td>
</tr>
<tr>
<td>Topic</td>
<td>Background</td>
<td>Key research</td>
<td>Application</td>
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<tr>
<td>Effect of imprisonment (Social)</td>
<td>Punishment and reform as responses to criminal behaviour.</td>
<td>Haney et al. (1973) Study of prisoners and guards in a simulated prison.</td>
<td>At least one strategy for reducing reoffending.</td>
</tr>
</tbody>
</table>

Specimen Assessment Material

Criminal psychology

7(a)* Explain how the research by Hall and Player (2008) could be used to improve fingerprint identification. [10]

7(b)* Assess the usefulness of research into the collection and processing of forensic evidence. [15]

A series of high profile serious violent crimes have been committed in a small village over the last year. Experts are working on the case but it remains unsolved. There are a number of potential suspects including one who has a previous conviction for assault.

7(c)* Discuss how motivating factors might impact the collection and processing of forensic evidence in this case. [10]

The questions above indicate the format of the assessment and mark allocations. Learners will be asked questions on the key research and background, as well as applying their knowledge to a novel situation.
Lessons for this module can be varied to include a range of teaching, learning, and assessment strategies. The range of activities described can be adapted to meet the needs of the individual learner and include a range of resources to stretch and challenge the most able learners and develop higher order thinking skills. The module lends itself well to the integration of contemporary events in the news as points for class discussion and development of learning. Therefore learners should be encouraged to read the news and to share their findings with the class. This will help to deepen their learning and foster A03 skills development.

Learners often have misconceptions about what criminal psychology is. A useful starting point here is to direct them to the British Psychological Society (www.bps.org.uk) where they can research the careers that forensic psychologists engage in. A barrier to learning may also be a lack of understanding of the judicial system (e.g. the role of the police and courts) and therefore it is advisable that this is covered prior to embarking upon the topics in this module.

All topics within this module have a conceptual link with research methods. For example, the issue of sample generalisability is often questioned. Furthermore, due to the difficulty with conducting research in forensic contexts, the issue of the ecological validity of the research is raised. There is also a conceptual link with the biological, social and cognitive approaches. Therefore, in the delivery of the unit content it is advisable that a recap of each of these approaches is made. The topics within it also overlap. For example the collection of forensic evidence can be viewed from either a cognitive or biological stance.
This topic can be taught using a range of resources and methods. All resources and ideas can be adapted to meet the needs of the learner, class size and the range of learning styles. Learners should be encouraged to undertake independent research from credible sources and this can be used to reinforce learning in the classroom. Some suggested video clips have been suggested to facilitate understanding and some of these can be used as extension tasks. Wherever possible, the original research papers can be used as a stretch and challenge activity under the careful guidance of the teacher. In order to develop A03 skills, case studies have been provided. Learners could also research their own examples from credible sources and these could be used to develop the application skills required to do well in this unit.
## Thinking Contextually

### Topic 1 – What makes a criminal? (Biological)

<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Physiological and non-physiological explanations of criminal behaviour</td>
<td><strong>Task</strong> – Distinguish between biological (nature/physiological factors) and environmental factors (situational explanations/upbringing/nurture) to explain criminality.</td>
<td>Nature/nurture Psychology as a science</td>
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<td></td>
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<td><strong>Task</strong> – Learners work in pairs to list reasons why people turn to crime. All learners to feed back to whole group, and teacher to make notes on whiteboard (grouping themes into nature/nurture where appropriate).</td>
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<td></td>
<td><strong>Task</strong> – Discuss the work of Lombroso. In pairs, learners research one classic case study outlining the role of brain dysfunction in explaining behaviour. Learners then ‘peer teach’ and together form a conclusion about the role of brain dysfunction in explaining behaviour and then how this could be applied to criminal activity.</td>
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<td></td>
<td>The following articles can be used by learners as evidence of physiological or non-physiological explanations:</td>
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<td><img src="#" alt="Click here" /></td>
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<tr>
<td></td>
<td>1) <a href="http://www.bbc.co.uk/news/health-12649555">http://www.bbc.co.uk/news/health-12649555</a></td>
<td></td>
<td><img src="#" alt="Click here" /></td>
</tr>
<tr>
<td></td>
<td>3) <a href="http://www.bbc.co.uk/news/magazine-31714853">http://www.bbc.co.uk/news/magazine-31714853</a></td>
<td></td>
<td><img src="#" alt="Click here" /></td>
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<td></td>
<td>4) <a href="http://www.telegraph.co.uk/comment/personal-view/3553848/Children-are-not-born-criminals-or-killers.html">http://www.telegraph.co.uk/comment/personal-view/3553848/Children-are-not-born-criminals-or-killers.html</a></td>
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<td><img src="#" alt="Click here" /></td>
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<td><strong>Content</strong></td>
<td><strong>Activities / lesson ideas</strong></td>
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</tbody>
</table>
| **Key Research** | Raine et al. (1997) Brain abnormalities in murderers indicated by PET scans | **Key concepts:** Brain dysfunction, brain localisation, brain scanning, brain regions, multi-site deficits  
**Starter activities** – What is a PET scan? Learners research using NHS website link: [http://www.nhs.uk/Conditions/PET-scan/Pages/Introduction.aspx](http://www.nhs.uk/Conditions/PET-scan/Pages/Introduction.aspx)  
**Task** – Differentiated learning activity. Teacher to allocate sections from the study according to ability. Learners work in small groups to read through relevant sections of the study. Each learner to then feed back and in groups create a study summary in the form of a poster. The Learner Resource 6 sheet could be used here or wherever learners evaluate research.  
A detailed presentation can be found on psychlotron.org.uk: [http://www.psychlotron.org.uk/resources/AS_OCR_RaineKillerBrains.ppt](http://www.psychlotron.org.uk/resources/AS_OCR_RaineKillerBrains.ppt)  
**Extension task** – *The Anatomy of Violence* by Adrian Raine: [http://www.theguardian.com/books/2013/jun/13/anatomy-violence-adrian-raine-review](http://www.theguardian.com/books/2013/jun/13/anatomy-violence-adrian-raine-review) This article offers a critique of the research and can be used as a stretch and challenge resource. Teachers could ask learners to identify two criticisms of the research.  
An interview with Adrian Raine can be listened to. Questions could be given to learners to answer while listening to the interview. [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) | Psychology as a science  
Conceptual link to research methods (e.g. experimental design, control groups)  
Determinism  
Ethics | Click here  
Click here  
Click here |
## Application

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</table>
| At least one biological strategy for preventing criminal behaviour | **Idea** – Learners to review the following newspaper article by Raine as homework activity, then to come to class with two applications from the article. [www.theguardian.com/science/2013/may/12/how-to-spot-a-murderers-brain](http://www.theguardian.com/science/2013/may/12/how-to-spot-a-murderers-brain)  
**Idea** – Silent debate. Learners work in pairs/small groups (this can be adapted to suit learner needs). Each group to be given a piece of flipchart paper with the statement ‘Neural scanning should be used to identify people at risk of violent behaviour’. As part of the silent debate each learner has to make a point (linked to a psychological theme/evidence) to either support or refute the argument. The other learner(s) have to reply. Rules: no talking and at the end of the debate there must be arguments for and against on the flipchart paper.  
**Idea** – An alternative debate or research task could be done on chemical castration. A ‘for and against’ table could be completed as part of this activity. These articles may be useful for discussion: [http://www.telegraph.co.uk/news/uknews/2626581/ Paedophiles-to-be-offered-form-of-chemical-castration.html](http://www.telegraph.co.uk/news/uknews/2626581/ Paedophiles-to-be-offered-form-of-chemical-castration.html)  
Reductionism  
Socially sensitive research | 📄 Click here  
ır Click here  
ır Click here |
# Topic 2 – The collection and processing of forensic evidence (Biological)

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<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Motivating factors and bias in the collection and processing of forensic evidence</td>
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<tr>
<td><strong>Task</strong></td>
<td>Learners research the misidentification of Brandon Mayfield as an example of how fingerprint evidence is not always reliable. This could be done as a homework task prior to the lesson and used as part of a question and answer starter activity.</td>
<td>Reliability</td>
<td>Click here</td>
</tr>
<tr>
<td><strong>Extension task</strong></td>
<td>Learners could research any other cases where there has been an error in the collection of forensic evidence.</td>
<td>Validity</td>
<td></td>
</tr>
<tr>
<td><strong>Task</strong></td>
<td>Ideas blast: In small groups learners identify different ways evidence may be collected. Different groups can then share their ideas with the class.</td>
<td>Psychology as a science</td>
<td></td>
</tr>
<tr>
<td>The following clip gives learners an introduction into forensic evidence collection: <a href="https://www.youtube.com/watch?v=wri9LXFB8nA">https://www.youtube.com/watch?v=wri9LXFB8nA</a></td>
<td></td>
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<tr>
<td><strong>Task</strong></td>
<td>As a follow up, learners can be allocated a type of forensic evidence that is collected at crime scenes to research; this can be presented to the rest of the class. A wall display could be created with the heading ‘Crime Scene’.</td>
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<tr>
<td><strong>Task</strong></td>
<td>Learners work in small groups to identify the features of a crime/crime scene that affect the emotional state of the expert and lead to errors in the interpretation of forensic evidence. Learners to list as many features as possible. These could include, for example, the nature and seriousness of the crime, the characteristics of the victim, the personal bias of the expert, any physical or psychological harm to the victim, the age of the victim and use of a weapon.</td>
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![Image of a computer with a question mark]
<table>
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<tbody>
<tr>
<td><strong>Key Research</strong></td>
<td>Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?</td>
<td><strong>Key concepts:</strong> Ridge identification, emotional context, confirmation bias, subjectivity</td>
<td>Psychology as a science&lt;br&gt;Ecological validity&lt;br&gt;Conceptual link to research methods (e.g. null hypothesis testing)</td>
</tr>
</tbody>
</table>

**Task – Learning Resource 1** – Relay activity. Learners to work together in small groups to answer questions about the study. Learner collects a question from the teacher and ‘runs’ back to the group to research the answer. The next learner then brings their answer to the teacher and picks up the next question (teacher checks that learning has taken place from the written answers).

Differentiation can be achieved through utilising a range of resources e.g. the original research paper for the most able learners. At the end the teacher summarises the main points about the study using Socratic dialogue and learners make their own study notes.
### Thinking Contextually

<table>
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<tbody>
<tr>
<td><strong>Application</strong></td>
<td>At least one strategy for reducing bias in the collection and processing of evidence</td>
<td><strong>Idea</strong> – Learners could write a set of policy guidelines for their local police service outlining strategies for reducing subjectivity (e.g. reducing emotional stimuli, removing details of the crime that may not be needed for an accurate fingerprint match). This could be presented in the form of a poster. <strong>Idea</strong> – Learners could prepare a presentation to the relevant professional body outlining strategies for reducing bias and subjectivity when analysing fingerprint matches.</td>
<td>Ethics</td>
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</table>

### Topic 3 – Collection of evidence (Cognitive)

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<thead>
<tr>
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<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Collection and use of evidence from witnesses</td>
<td><strong>Idea</strong> – As a starter activity learners are asked to list problems with interviewing witnesses. <strong>Idea</strong> – What are the features of a good interview? <strong>Idea – Learner Resource 2</strong> – ‘How memory works’. Learners should re-visit the Loftus and Palmer (1974) study. It is important that the conclusion from the study is emphasised, not just a description. Teachers can then lead a discussion about the practical applications/usefulness of this research. <strong>Podcast</strong> – Learners can makes notes or answer questions set by the teacher relating to the podcast: <a href="http://thisiscriminal.com/episode-two-pants-on-fire/">http://thisiscriminal.com/episode-two-pants-on-fire/</a></td>
<td>Psychology as a science Conceptual link to cognitive approach and research methods (e.g. lab experiment) Ecological validity</td>
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</table>
## Thinking Contextually

<table>
<thead>
<tr>
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<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Research</strong></td>
<td>Memon and Higham (1999) A review of the cognitive interview</td>
<td><strong>Key concepts:</strong> Cognitive Interview (CI), Enhanced Cognitive Interview (ECI), context reinstatement, visual imagery, mnemonics, cognitive overload</td>
<td>Psychology as a science&lt;br&gt;Ecological validity&lt;br&gt;Reliability&lt;br&gt;Conceptual link to research methods (e.g. cause and effect) and the cognitive approach&lt;br&gt;Individual differences</td>
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<tr>
<td><strong>Idea</strong></td>
<td>Ten minute video clip demonstrating the CI with a real case and some of the problems witnesses face: &lt;br&gt;<a href="https://www.youtube.com/watch?v=jiyMLDN9UOe">https://www.youtube.com/watch?v=jiyMLDN9UOe</a></td>
<td><img src="https://www.youtube.com/watch?v=vQbTX2qS10" alt="Click here" /> <img src="https://www.youtube.com/watch?v=VZhcp6dOKds" alt="Click here" /></td>
<td></td>
</tr>
<tr>
<td><strong>Idea</strong></td>
<td>Cognitive interview practical. Learners watch the clip &lt;br&gt;<a href="https://www.youtube.com/watch?v=vQbTX2qS10">https://www.youtube.com/watch?v=vQbTX2qS10</a> then in pairs one conducts the cognitive interview and the other acts as the witness. Was it effective? &lt;br&gt;<a href="https://www.youtube.com/watch?v=VZhcp6dOKds">https://www.youtube.com/watch?v=VZhcp6dOKds</a></td>
<td><img src="https://www.youtube.com/watch?v=vQbTX2qS10" alt="Click here" /> <img src="https://www.youtube.com/watch?v=VZhcp6dOKds" alt="Click here" /></td>
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<td><strong>Idea</strong></td>
<td>Learner Resource 3a/b – Diamond 9 activity. Based on reading and research (e.g. summary sheets, book chapters, Youtube research and original research), learners work together to complete a 'Diamond 9 activity' to prioritise what makes an effective cognitive interview. This could be done in mixed-ability groups. The rule is that learners have to discuss their answers. As a differentiated activity, teachers could give more able learners a blank grid and learners then identify their own terms before prioritising them on the Diamond 9.</td>
<td><img src="https://www.youtube.com/watch?v=VZhcp6dOKds" alt="Learner Resource 3a" /> <img src="https://www.youtube.com/watch?v=vQbTX2qS10" alt="Learner Resource 3b" /></td>
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### Application

| At least one strategy for police interviews | **Idea** – Case Study 1. Learners work in pairs as ‘police officers’ to plan a cognitive interview to aid recall. A range of ‘props’ could be used to encourage learners to get into role as a police officer (e.g. tape recorder, clipboard, police uniform/hat).<br><br>**Idea** – Write a set of training guidelines to be sent to the Training Manager of your local police service advising on guidelines to follow when conducting interviews with witnesses. | Ethics<br>Validity | ![Case Study 1](https://www.youtube.com/watch?v=VZhcp6dOKds) |

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## Topic 4 – Psychology and the courtroom (Cognitive)

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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>How juries can be persuaded by the characteristics of witnesses and defendants</td>
<td>Introductory article to be discussed: <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></td>
<td>Conceptual link to social approach</td>
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<td><strong>Idea</strong> – Thinking Skills Bingo. Learners to draw a 3 × 3 grid on a mini whiteboard. Working in pairs or small groups, learners to identify a range of factors about a witness or a defendant that can affect jury decision-making. Teacher will also have generated a list of 12 factors and will then read these descriptions out as the groups play ‘bingo’. Factors for the bingo grid may include attractiveness, accent, gender, age, race, amount of jewellery, tattoos, clothing, height, how clearly spoken they are, facial hair/clean shaven, cleanliness etc. This can be adapted to suit learner need (e.g. 12 terms could be written on the board and the learner chooses nine).</td>
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**Thinking Contextually**
### Content

**Key Research**

Dixon et al. (2002)  
Accents of Guilt: Effects of Regional Accent, Race, and Crime Type on Attributions of Guilt

### Activities / lesson ideas

**Key words** – Matched guise, perceived superiority, social attractiveness, blue-collar/white-collar

**Idea** – Learners could summarise the study in the form of a storyboard/visual presentation (e.g. Powtoon).

**Idea** – Learners could apply their knowledge of research methods and conduct a study of their own. For example, they could devise vignettes of characters with different accents/race/gender/type of crime and ask participants (learners/teachers at their school/college) to judge the ‘guiltiness’ of the suspects. They could then analyse their findings and present them in the form of a poster or electronic presentation.

**Idea** – Learners could practise their knowledge of research methods by identifying the IVs and DV in the study and then formulating an alternative and a null hypothesis.

### Key Issues to address

- Ecological validity
- Research design
- Sampling methods

### Resources
<table>
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<td></td>
<td>At least one strategy to influence jury decision-making</td>
<td><strong>Idea</strong> – Learners could devise a presentation for potential jurors explaining the social psychological research in this area and listing the factors to avoid. The article attached is also an interesting extension read: <a href="http://www.thestar.com/news/crime/2015/02/16/cocaine-case-raises-questions-about-how-well-jurors-understand-their-job.html">http://www.thestar.com/news/crime/2015/02/16/cocaine-case-raises-questions-about-how-well-jurors-understand-their-job.html</a></td>
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<td><strong>Idea</strong> – Learners could write a set of guidelines to be given to jurors detailing factors that they should ignore in the courtroom. As an extension task learners could research some of the problems with studying juror behaviour and present their findings to the class. An adaptation of this could be to set up a forum on the school/college VLE with the question “Why is it difficult to research jury decision-making?” Each learner then replies to the others’ posts.</td>
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## Topic 5 – Crime prevention (Social)

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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>How the features of neighbourhoods and a zero tolerance policy can influence crime</td>
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<tr>
<td><strong>Idea</strong></td>
<td>Learners to research the crime rates/types and crime prevention strategies in their residential area (e.g. contact their local PCSO, Neighbourhood Watch etc).</td>
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<tr>
<td><strong>Idea</strong></td>
<td>Learners to collect local newspaper articles about local crime and share with the class. These could be used as a classroom display and at the end of the topic could be re-visited to focus on how the crime could be prevented. Alternatively they could be ‘pinned’ to an electronic pinboard (e.g. Pinterest).</td>
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<tr>
<td><strong>Idea</strong></td>
<td>Research William Bratton’s (New York City Police Commissioner) ’Zero-tolerance’ approach to petty crime. This should be done before introducing the key research. Learners could do this as a homework activity, and it could include the following article: <a href="http://www.bbc.co.uk/news/world-us-canada-14536173">http://www.bbc.co.uk/news/world-us-canada-14536173</a></td>
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Quantitative data
Reliability

Click here
### Content

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</table>
**Idea – Learner Resource 4** – Learners to research broken windows theory and answer the research questions.  
In addition to the original research paper and the learners’ own independent research, the following links are useful:  
https://www.youtube.com/watch?v=yhsVlrqyPGq  
Links to extension activities that offer a critique of the theory:  
https://www.youtube.com/watch?v=oAs8bTwpgvE  
https://www.youtube.com/watch?v=gG3AKoL0yEs | Validity  
Reliability  
Psychology as a science | Learner Resource 4  
Click here  
Click here  
Click here  
Click here  
Click here  
Click here |
### Application

At least one strategy for crime prevention

<table>
<thead>
<tr>
<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Idea** – Learners to research a variety of crime prevention strategies that have been implemented in local residential areas.  
**Idea** – Learners to write a letter to the local crime commissioner outlining crime prevention strategies  
**Idea** – Learners to research examples of where ‘broken windows’ theory has been applied  
**Idea – Case Study 2** – Learners to prepare a presentation for a local Neighbourhood Watch meeting outlining how broken windows theory could help prevent this type of crime occurring. **Learner Resource 5** could be used here.  
Useful links:  
[https://www.ncjrs.gov/pdffiles/94266.pdf](https://www.ncjrs.gov/pdffiles/94266.pdf)  
[http://www.ncpc.org/topics/home-and-neighborhood-safety](http://www.ncpc.org/topics/home-and-neighborhood-safety) | | ![Click here](#) ![Click here](#) ![Click here](#) |
## Topic 6 – Effects of imprisonment (Social)

<table>
<thead>
<tr>
<th>Content</th>
<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Punishment and reform as responses to criminal behaviour</td>
<td><strong>Task</strong> – What is the role of imprisonment? Arguments for and against. Learners to write down their initial answer on a sticky note. Teacher collates all the ideas and places them on an A3 piece of paper. Learners to then work in pairs to research the role of imprisonment using the following links: <a href="https://www.gov.uk/government/organisations/national-offender-management-service/about">https://www.gov.uk/government/organisations/national-offender-management-service/about</a> <a href="https://www.gov.uk/government/organisations/hm-prison-service">https://www.gov.uk/government/organisations/hm-prison-service</a> At the end of the lesson the group reconvenes to discuss their findings and compare with their initial thoughts on the sticky notes. <strong>Task</strong> – Learners could research how the UK prison population has changed over the last 20 years. They could also find out how many and what type of prisons there are in their geographical area.</td>
<td>Ethics Quantitative data Measurement of effectiveness Official statistics</td>
</tr>
<tr>
<td>Content</td>
<td>Activities / lesson ideas</td>
<td>Key Issues to address</td>
<td>Resources</td>
</tr>
<tr>
<td>---------</td>
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<tr>
<td><strong>Key Research</strong></td>
<td>Haney et al. (1973) Study of prisoners and guards in a simulated prison</td>
<td><strong>Idea</strong> – based on a review of the key research learners could create a mindmap of the study. <strong>Idea</strong> – Learners could watch the 2008 TED talk by Zimbardo: <a href="https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil">https://www.ted.com/talks/philip_zimbardo_on_the_psychology_of_evil</a> Lots of resources are available on YouTube, including: Documentary: <a href="https://www.youtube.com/watch?v=iRlpE7w5FlA">https://www.youtube.com/watch?v=iRlpE7w5FlA</a> ‘Psychology is nuts’ overview with cartoons: <a href="https://www.youtube.com/watch?v=t8vVjDkyH3Q">https://www.youtube.com/watch?v=t8vVjDkyH3Q</a> The Stanford Prison Experiment website has lots of information learners can find out as a homework task: <a href="http://www.prisonexp.org/">http://www.prisonexp.org/</a> The ‘discussion questions’ are particularly useful for evaluation.</td>
<td><strong>Ecological validity</strong>  <strong>Ethics</strong>  <strong>Conceptual links to the social approach</strong></td>
</tr>
</tbody>
</table>
### Thinking Contextually

<table>
<thead>
<tr>
<th>Application</th>
<th>Content</th>
<th>Activities / lesson ideas</th>
<th>Key Issues to address</th>
<th>Resources</th>
</tr>
</thead>
</table>
|             | At least one strategy for reducing reoffending | A good example of a strategy to reduce re-offending is the use of a combination of thinking skills and work skills with young offenders. Link: [http://www.crim.cam.ac.uk/people/academic_research/david_farrington/hofind121.pdf](http://www.crim.cam.ac.uk/people/academic_research/david_farrington/hofind121.pdf)  
Learners could research offender behaviour programmes and substance misuse programmes such as: Thinking Skills Programme (TSP), Alcohol Related Violence (ARV), Building Skills for Recovery (BSR). An overview can be found at: [https://www.justice.gov.uk/offenders/before-after-release/obp](https://www.justice.gov.uk/offenders/before-after-release/obp) | Measurement of effectiveness  
Treatment integrity  
Self report vs official statistics |

**Idea** – Learners could design their own treatment programme. They could focus on what it will include, who it will be aimed at, how often it will be delivered and whether it will be groupwork or on a 1:1 basis.

**Idea – Case Study 3** – Learners to design a treatment programme to reduce the likelihood of re-offending.

Alternatively, restorative justice (RJ) could be studied, which can reduce reoffending if managed effectively and if it involves direct victim-offender conferencing. These two clips are very powerful introductions:

[https://www.youtube.com/watch?v=A1s6wKeGLQk](https://www.youtube.com/watch?v=A1s6wKeGLQk)  
[https://www.youtube.com/watch?v=14iOGLxTY](https://www.youtube.com/watch?v=14iOGLxTY)

**Idea** – A research assignment could be given using this website: [http://www.restorativejustice.org.uk/](http://www.restorativejustice.org.uk/)
Relay cards

Teacher Instructions: Cut out each of these cards to form a set of activity cards for each group.
e.g. if you have five groups then you will need five sets of these 11 questions.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Identify one limitation of original research in this area</strong></td>
</tr>
<tr>
<td>2.</td>
<td><strong>State the two aims of the study</strong></td>
</tr>
<tr>
<td>3.</td>
<td><strong>How is this study a field experiment?</strong></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Describe the experimental design in the context of the study</strong></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Describe the sample in the study</strong></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Identify the sampling methods and explain why it could be considered</strong></td>
</tr>
<tr>
<td>7.</td>
<td><strong>What was the fingerprint inked onto and how was it of poor quality?</strong></td>
</tr>
<tr>
<td>8.</td>
<td><strong>What are the IV and DVs in this study?</strong></td>
</tr>
<tr>
<td>9.</td>
<td><strong>What were the participants asked at the end of the study?</strong></td>
</tr>
<tr>
<td>10.</td>
<td><strong>Describe the findings from the ‘high emotional context’ scenario</strong></td>
</tr>
<tr>
<td>11.</td>
<td><strong>Identify two other findings</strong></td>
</tr>
</tbody>
</table>
**Background worksheet: How memory works**

Summarise the Loftus and Palmer (1974) research. Use the headings below to help.

<table>
<thead>
<tr>
<th>Theory on which the study is based</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research method and sample</td>
<td>Experiment 1:</td>
</tr>
<tr>
<td></td>
<td>Experiment 2:</td>
</tr>
<tr>
<td>Outline of the procedure</td>
<td>Experiment 1:</td>
</tr>
<tr>
<td></td>
<td>Experiment 2:</td>
</tr>
<tr>
<td>Results</td>
<td>Experiment 1:</td>
</tr>
<tr>
<td></td>
<td>Experiment 2:</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
<tr>
<td>What does this tell us about how human memory works?</td>
<td></td>
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</tbody>
</table>
Learner Resource 3a What makes an effective Cognitive Interview?

Using the cards, put the factors to consider in order of importance. The most important goes at the top and the least important goes at the bottom. You should have thoroughly researched the work of Memon and Higham (1999) before this task.

Extension: What methodological factors need to be considered when researching the effectiveness of the Cognitive Interview? List them and be prepared to explain why you have listed them.
Teacher Instructions: Cut out one strip (nine cards) per learner/pair/small group. Learners then use these with Learner Resource 3a.

<table>
<thead>
<tr>
<th>Effective communication</th>
<th>Imagery</th>
<th>Context reinstatement</th>
<th>Witness confidence</th>
<th>Quality of training</th>
<th>Quantity of training</th>
<th>Motivation of interviewer</th>
<th>Feedback on interviewer performance</th>
<th>Reduction in cognitive overload for interviewer</th>
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<td>Motivation of interviewer</td>
<td>Feedback on interviewer performance</td>
<td>Reduction in cognitive overload for interviewer</td>
</tr>
</tbody>
</table>
Research ‘Broken Windows’ theory using the range of recommended resources and then answer the following questions:

1. Wilson and Kelling argue that “one broken window becomes many” (p. 5). Describe ‘Broken Windows Theory’ (BWT).

2. Outline the early experimental research into BWT focusing on the two different neighbourhoods (‘Bronx’ and ‘Palo Alto’). What does this tell us about how vandalism occurs in communities?

3. Wilson and Kelling argue that a ‘breakdown in community controls’ can make neighbourhoods ‘vulnerable to criminal invasion’.
   a. Outline examples of breakdowns in community controls
   b. Describe how this could lead to increased crime in a neighbourhood.

4. According to Wilson and Kelling what should be the police officers’ role in maintaining order in neighbourhoods? (Tip – Foot patrol vs. motorized patrol)

5. Wilson and Kelling acknowledge that police resources are stretched. How should police services decide which neighbourhoods to target?

6. Why is concentrating police in high crime areas not always the most effective solution to crime prevention?
<table>
<thead>
<tr>
<th>Strategy</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Explain how this strategy works</td>
<td></td>
</tr>
<tr>
<td>Describe how you could implement this strategy</td>
<td></td>
</tr>
<tr>
<td>Describe any practical problems you may encounter when implementing this strategy</td>
<td></td>
</tr>
</tbody>
</table>
Support your points with examples from the key research.

**Topic:**

What are the strengths and weaknesses of the research method?

Sample bias – What are the limitations with the sample?

Ecological validity – How applicable to real life is the research?
What are the strengths and weaknesses of the type of data collated?

Is the research socially sensitive? Have all ethical guidelines been adhered to?

Debates – Does the research support/refute any of the key psychological debates?

Validity – Is the research high or low in validity?
Case Study 1  Collection of evidence (Cognitive)

Application: at least one strategy for police interviews

Ms. X has been a witness to a violent assault in a bar. The victim sustained a traumatic head injury and a wound to her left shoulder. A fight broke out in a dispute over whose turn it was to be served at the bar. Ms. X was a witness to the assault and has been asked to provide evidence. The bar was busy at the time and Ms. X is struggling to recall all details.

Task
You are a police officer working on this case and have been asked by your Inspector to interview Ms. X. Describe how you could use the cognitive interview to aid recall. Give examples of questions you could ask. Link each of your points to one of the interview techniques.
Application: at least one strategy for crime prevention

A local neighbourhood has recently spent a large amount of money on new playground equipment. However the local parish council has received several complaints that the equipment is being vandalised and used as an area for teenagers to socialise and drink alcohol late at night.

Task

You are a supporter of broken windows theory and have been asked to explain to your local Neighbourhood Watch team how this theory could be used to prevent crime in this playground and residential area.

Prepare a presentation that outlines how the theory could be applied. Include any practical issues that would need to be considered.
Application: at least one strategy for reducing offending

Sixteen-year-old JC was found guilty of ABH in August 2013. The circumstances surrounding the offence were that JC had been drinking with friends in the town centre on the night of 15th April 2013. He had consumed approximately eight pints of strong lager and 3 shots of tequila.

At 21.40, JC attempted to gain entry to a local bar but was refused due to his drunken state. At this point JC was verbally aggressive to the doorman. JC then left the entrance of the bar and started a fight with another customer in the queue. CCTV recorded JC repeatedly punching and kicking the victim in the head and stomach. The victim sustained serious head injuries.

JC was sixteen at the time of the offence. He is unemployed, of no fixed abode and has no qualifications.

Task
What strategies could be put in place to help reduce the chances of JC re-offending on release from prison? Try to think of a range of interventions.

Extension task
How would you measure if these have been effective?
Appendix 1: What makes a criminal? (Biological)

Key research: Raine, Buchsbaum and LaCasse (1997) Brain abnormalities in murderers indicated by positron emission tomography

Previous research and context to the study
- Violent offenders have poor brain functioning in comparison to controls. However the brain areas implicated have not been identified.
- Earlier research is limited as it focuses on aggressive hospital patients and has small sample sizes.

Aim
- To see if violent offenders who commit murder and plead Not Guilty for Reasons of Insanity (NGRI) have localized brain dysfunction.

Research Method/Design
- A quasi-experiment
- Matched pairs design (age, sex and psychiatric condition).

Participants
- 41 ‘murderers’ (39 male, 2 female), mean age of 34.3 years, NGRI (e.g. history of head injury). Not receiving any psychoactive medication for two weeks preceding the brain scan.
- 41 controls (39 male, 2 female), mean age of 31.7 years.

Procedure
- Participants were injected with an FDG ‘tracer’ and asked to complete a complete a Continuous Performance Task. After 32 minutes of uptake of the tracer, each participant was transferred to the PET scanner. Two techniques were used to identify brain regions:
  1) Cortical Peel technique (lateral brain areas)
  2) Box technique (medial brain areas).

Results
- There was no difference in the behavioural performance on the CPT (control feature) between the two groups.
- The experimental group had lower levels of glucose metabolism in the lateral and medial pre-frontal cortical regions of the brain. In the subcortical regions the experimental group also had lower glucose metabolism in the corpus callosum and reduced activity in the amygdala (implicated in aggression and emotion regulation).

Conclusions
- The study provides evidence for ‘multi-site deficits’ in murderers pleading NGRI.
- These areas are characterized by reduced glucose metabolism.
- There is support for pre-existing biological factors for predisposition to violence.
- Violent behaviour is localized in the brain and may ‘translate’ into criminally violent behaviour through various pathways including social and cognitive.

Evaluation Issues
- Psychology as a science
- Reductionism
- Determinism
- Ethics
- Quantitative data
Appendix 2: The collection and processing of forensic evidence (Biological)

Key research: Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?

Previous research and context to the study
- The role of the fingerprint expert is to ascertain if the friction ridge detail in a set of fingerprints is ‘sufficiently similar’ to that found at a crime scene
- Fingerprints can sometimes be of poor quality (e.g. smudging) and therefore judgements can be subjective/prone to human error
- Early research focused on how the emotional context can impact upon decision-making. This research is limited in applicability as it involved non-expert samples.

Aim
- To see if trained fingerprint experts are affected by the emotional context of a case. More specifically, to see if:
  1) The written report supplied with fingerprint evidence would affect an expert’s interpretation of a poor quality mark
  2) Fingerprint experts would be emotionally affected by the circumstances of the case.

Method/Design
- Field experiment
- Independent measures design, random allocation:
  1) Low emotional context – allegation of forgery (victimless crime)
  2) High emotional context – allegation of murder.

Participants
- A self-selecting sample of 70 fingerprint experts all working for Metropolitan Police Fingerprint Bureau
- The mean length of experience as a Fingerprint Expert was 11 years
- The majority were active practitioners (e.g. crimes ranging from burglaries to homicide), with the minority no longer active (e.g. in a managerial role).

Procedure
- Fingerprint (right forefinger) from a volunteer inked onto paper and then scanned onto a £50 note
- Background of note obscured the ridge detail hence the fingerprint was of poor quality
- Participants provided with an envelope with one of the test marks, a 10-print fingerprint form, and a sheet of paper telling them that the print was of the right forefinger
- Ps asked to consider if the print was a match, not a match or if there was insufficient detail to decide
- Ps asked if they had referred to the crime scene report and if it had affected their analysis.
Results

- 57/70 stated they had read the crime scene examination report prior to examining the prints. Thirty of these were from the high-context scenario group.
- 52% of the 30 Ps from the 'high emotional context' scenario who had read the crime scene report said they were affected by the information read. This was significantly different from the 6% who had read the crime scene report and said they were affected by the low emotional context scenario.
- No significant difference between the final decisions made by the two groups.
- No significant difference between the two groups as to whether the experts would feel confident in presenting the evidence in court.

Conclusions

- Unlike earlier research using 'non-experts', the emotional context has no effect on the experts' final opinions about a fingerprint match.
- Fingerprint experts are able to deal with the fingerprint analysis in a non-emotional manner.
- Further research needed e.g. into length of service and seriousness of the crime.

Evaluation Issues

- Psychology as a science
- Hypothesis testing
- Self report
- Demand characteristics
- Ecological validity
Appendix 3: The collection of evidence (Cognitive)

Key research: Memon and Higham (1999) A review of the cognitive interview

Review article

- A critique of the Cognitive Interview (CI) covering four themes:
  1) How effective each of the components of the CI are
  2) Comparison with other interview methods (Guided Interview, Standard Police Interview, Structured Interview)
  3) How to measure memory performance
  4) How training quality influences interviewer performance.

Effectiveness of the components of the CI

- Four key components:
  1) Witness mentally reconstructs the event – Context Reinstatement
  2) Witness is asked to report everything
  3) Recall is encouraged from a variety of perspectives
  4) Retrieval is attempted from different starting points.

- Methodological problems with isolating the effective components of the interview. Research suggests that context reinstatement is the most effective component.

- Enhanced Cognitive Interview (ECI) emphasizes effective communication between interviewer and witness (e.g. active listening, open questions). Effectiveness of the CI is seen to be an interplay between the context reinstatement and the improved communication techniques. Mental imagery is also an adapted feature of the CI in aiding retrieval.

Comparison with other interview methods

- Problems with obtaining control groups – the Standard Police Interview is variable between interviewers and non-standardised.

- The Guided Memory Interview (GMI) doesn't ask as many probing questions as the CI and is affected by interviewer variables but is a better comparison due to similar features to the CI.

- The Structured Interview (SI) is also similar to the CI in terms of effective interviewer skills and questioning but does not employ the cognitive technique.

- Both GMI and SI are better control groups than the Standard Police Interview.

Measuring memory performance

- This in effect is the DV in the research – how memory is measured. A lot of the research is laboratory-based. The most common measure is % of interview statements that are correct/incorrect. The research ignores the amount/nature of the reported information. It doesn't allow for an effective measure of how memory operates.

- Recent strategies focused on establishing whether the participants 'know/remember' whether a series of events occurred.

- Studies also looked at the relationship between confidence and accuracy but again based on experimental research.
Quality of training

• Early studies did not specify amount and quality of training.

• ECI places cognitive demands (e.g. memory questioning) on the interviewer – more than structured interviews. Therefore quality and quantity of training are key to its effectiveness as a method for interviewing witnesses.

• Individual differences of interviewers are key, e.g. attitudes, motivation, prior experience of the interviewers.

• Some police officers show resistance to being trained but this can depend on who is doing the training.

• Limited research into taking baseline measures e.g. interviewing skills pre-training. This is a methodological issue.

• Feedback on interviewer performance post-training is important to enhance performance.

• In summary, training needs to focus on: length of training, quality of training, background of the interviewers and their attitudes towards training.
Appendix 4: Psychology and the courtroom (Cognitive)

**Key research:** Dixon et al. (2002) *Accents of Guilt: Effects of Regional Accent, Race, and Crime Type on Attributions of Guilt*

**Previous research and context to the study**
- Social psychological research in this area e.g. Halo Effect

**Hypotheses**
- It was predicted that a 'Brummie' suspect would elicit stronger attributions of guilt than a standard accented suspect.
- The study also looked at the influence of the race of the suspect and type of crime committed.

**Participants**
- 119 white undergraduate psychology students from the University of Worcester
- 24 m, 95 f with a mean age of 25.2 years.

**Research method**
- Lab experiment
- IVs:
  1) Accent (Birmingham/standard)
  2) Race
  3) Type of crime (armed robbery/cheque fraud)
- DV: Participants' attributions of guilt.

**Procedure**
- Participants listened to a 2-minute recorded transcript (based on a real case). In all conditions the conversation was between a middle-aged male police inspector and a young male suspect
- Matched guise procedure to manipulate accent
- Race manipulated by contextual cues in the transcript; two rating scales
- Suspect’s level of guilt from ‘innocent’ to ‘guilty’ measured on a 7-point rating scale
- Speech Evaluation Instrument (measuring Superiority, Attractiveness and Dynamism).

**Results**
- The ‘Brummie’ suspect was rated lower on superiority
- The ‘Brummie’ suspect was rated as more guilty (moderate strength)
- There was an interaction between Brummie accent/black suspect/blue collar worker with significantly higher guilt findings for this combination of variables
- Suspect’s ratings of guilt were predicted by higher ratings of ‘Superiority’ and ‘Attractiveness’.

**Conclusions**
- A range of social psychological factors can influence perception of a suspect’s guilt including accent, race and type of crime.
Evaluation Issues

- Experimental control
- Ecological validity
- Sample generalizability
- Psychology as a science.
Appendix 5: Crime prevention (Social)

Key research: Wilson and Kelling (1982) *Broken Windows*

Background
- A variety of crime prevention strategies exist
- 1970s – 28 US cities, police officers were taken from ‘patrol cars’ to ‘walking beats’
- Foot patrol presence did not have a significant impact on crime rates. However, it did serve the function of ‘order maintenance’ and made communities feel safer.

Early experimental research
- Group 1: Car without license plates parked with bonnet up on a street in the Bronx. Group 2: Same as group 1 but in Palo Alto, California
- Found that the car in group 1 was vandalised quickly followed by random destruction (e.g. parts torn off, upholstery ripped). However in group 2 the car was untouched for more than a week until Zimbardo intervened by smashing it with a sledgehammer. He found that within a few hours the car was vandalised
- Zimbardo concluded that all residential areas are vulnerable to ‘criminal invasion’ where there is a breakdown of community controls.

Broken Windows theory
- To focus on serious crime as a method of crime prevention is misleading
- Serious crime is seen as a long-term consequence of disorder in communities
- Neighbourhoods with disorder/unrest/vandalism/rowdy children/abandoned properties can lead to fear in communities. This then leads to withdrawal from the community which can lead to further unrest and no maintenance of order
- Disorder when left unchallenged can lead to crime.

Implications of Broken Windows theory
- Assigning officers to foot patrol in neighbourhoods with high crime rates is not always beneficial as these are not always the most vulnerable to criminal invasion
- Officers should be assigned to communities where they can make the most difference
- Maintenance of order is the most important role of the police in crime prevention
- Zero tolerance.

Evaluation
- Lack of empirical evidence – too theoretical?
- Lack of distinction between ‘crime’ and ‘disorder’.
Appendix 6: Effect of imprisonment (Social)

Key research: Haney, Banks and Zimbardo (1973) A study of prisoners and guards in a simulated prison

Aims
• To look at the processes which motivate aggressive and submissive behaviour within a ‘total institution’ (e.g. a prison)
• The study forms part of a research project funded by the Office of Naval Research examining the psychological processes involved in aggression. It is now widely known as the ‘Stanford Prison Experiment’.

Participants
• 24 male college students selected from a pool of 75 respondents
• Self-selecting sampling method – advert placed in a newspaper asking for ‘Male college students for psychological study of prison life’ in return for $15 per day
• Completed a range of self-report measures about family background, physical and mental health, prior experience, attitudes and propensity towards psychopathology
• 22 students participated (two were on ‘stand-by’).

Method/Design
• Participants randomly allocated to role of ‘guard’ or ‘prisoner’
• Mock prison created in the basement of the psychology building at Stanford University with a cot as the only furniture for the prisoners’ cells and several rooms used as ‘guards’ quarters’
• ‘Prisoners’ remained in the mock prison for 24 hours per day
• ‘Guard’ subjects worked three-man eight-hour shifts
• The assigned task was to “maintain the reasonable degree of order within the prison necessary for its effective functioning”
• Subjects in each group were administered uniforms.

Results
• Planned to last for two weeks but stopped after six days due to negative behaviour
• Deindividuation: loss of sense of self-identity due to ‘roles’
• Pathological prisoner syndrome – initial rebellion followed by passivity and obedience. A range of negative emotions e.g. crying, depression, rage and acute anxiety
• Pathology of power – the guards used their power and authority to control the prisoners e.g. use of sanctions, punishments etc. They redefined the basic prisoners’ rights as rewards to be earned. The guards were distressed that the experiment was stopped early.

Conclusions
• A situational explanation of behaviour – the prisoners’ and guards’ behaviour changed due to the roles that they had been assigned.

Evaluation issues
• Ethics
• Ecological validity
• Situational vs Dispositional debate
• Sampling bias.
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