Changes to the AQA Psychology specification (Version 1.1) and support for these changes

AQA released Version 1.1 of their A Level Psychology specification in June 2019. Most of the changes are very minor. Please refer to the AQA website for more information.

To support you with these changes, this pdf contains some replacement pages for this workbook as outlined below.

4.3 Issues and options in psychology

4.3.9: Forensic psychology: The first bullet point in this section relating to problems in defining crime and ways of measuring crime has been removed from the specification. This means that students will no longer be examined on the content of p256–7 of The Complete Companions Year 2 Student Book.

- p3: New contents page
- p6-8: Additional examples have been added to the Types of A Level exam question table
- p9-12: Includes some additional new questions on Offender profiling.

The online answers have also been updated.
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Introduction

The Complete Companions series of psychology textbooks were originally devised to provide everything that students would need to do well in their exams. Having produced The Complete Companion Student Books, the Mini Companions, and the Revision and Exam Companions, the next logical step was to produce a series of Exam Workbooks to provide a more hands-on experience for psychology students throughout their course and particularly in the period leading up to the exam.

Each of the Exam Workbooks in this series is focused on one particular exam. This book covers the topic of Forensic Psychology (Paper 3: Section D). Each two-page spread of psychology in the Student Book has an equivalent set of exam questions and advice in this Exam Workbook. It is designed for you to write in, so that you gain valuable experience of constructing responses to a range of different exam questions.

A distinctive feature of this Exam Workbook is the ‘scaffolding’ that we provide to help you produce effective exam answers. The concept of scaffolding is borrowed from the field of developmental psychology, where it is a metaphor describing the role of more knowledgeable individuals in guiding children’s learning and development. Our scaffolding takes the form of providing sentence starters and exam tips for most questions, to help you develop the skill of writing effective exam answers. All of the material used in our scaffolding comes from the Student Book, and you are provided with page references for that book so that you can find the right material to complete the answer.
## Types of A Level exam question

<table>
<thead>
<tr>
<th>Question type</th>
<th>Example</th>
<th>Advice</th>
</tr>
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<tbody>
<tr>
<td>Simple selection/ recognition</td>
<td>Which one of the following best describes the differential association theory of offending behaviour?</td>
<td>Questions such as these should be straightforward enough, so the trick is making sure you have selected the right answer to gain maximum marks. If you aren’t sure which answer is the right one, try crossing through those that are obviously wrong, thus narrowing down your options. For example, in the first question on the left, answer D uses a psychodynamic concept (superego), so that can be crossed out. Likewise, question A is describing genetic explanations, so that narrows down the correct answer to either B or C. Note also that sometimes (as in the second question on the left), the question requires you to identify which statement is incorrect (e.g. is not a feature of), so careful reading is vital.</td>
</tr>
<tr>
<td>Description questions (e.g. Describe, Outline, Identify, and Name)</td>
<td>Describe the psychodynamic explanation of offending behaviour.</td>
<td>To judge how much to write in response to a question, simply look at the number of marks available and allow about 25 words per mark. If the sole command word is ‘Name’ or ‘Identify’, there is no need to develop a 25 word per mark response, simply identifying or naming (as required by the question) is enough. These questions may have a variety of tariffs (e.g. 2, 3, 4 marks), so you need to tailor the amount of information you give to the number of marks being awarded. Don’t give more than is necessary (e.g. in response to the third question) and don’t miss out on the extra marks available by not giving enough content (e.g. in response to the first question).</td>
</tr>
<tr>
<td>Differences/Distinguish between</td>
<td>Distinguish between the top-down and bottom-up approaches to offender profiling.</td>
<td>You might be tempted to ignore the instruction to ‘distinguish between’ and simply outline the two terms or concepts named in the question. This is not what is required, and would not gain credit. Words such as ‘whereas’ and ‘however’ are good linking words to illustrate a difference between two things.</td>
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<tr>
<td>Applying knowledge</td>
<td>A residential neighbourhood experienced a number of arson attacks, which always occurred in the early morning. There were no witnesses to the attacks, and very little physical evidence for the police to go on. Using your knowledge of the bottom-up approach to offender profiling, explain how geographical profiling could be used to help the police in the item described above.</td>
<td>In these AO2 questions, you will be provided with a scenario (the question ‘stem’) and asked to use your psychological knowledge to provide an informed answer. You must make sure that your answer contains not only appropriate psychological content, but that this is set explicitly within the context outlined in the question stem. For example, in the second question on the left, you are not just being asked to describe how behaviour modification is used, but how it might be used to change Ian’s uncooperative behaviour.</td>
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### Description questions (e.g. Describe, Outline, Identify, and Name)

- **Describe** the psychodynamic explanation of offending behaviour.
  - (6 marks)

- **Outline** two findings from research into genetic factors and offending behavior.
  - (4 marks)

- **Explain** Eysenck’s theory of the criminal personality.
  - (4 marks)

- **Name** a measure of dispersion that the psychologist could use for the age of the children’s conviction.
  - (1 mark)
Types of A Level exam question (cont)

<table>
<thead>
<tr>
<th>Research methods questions</th>
<th>You will be given a description of a study and then a number of short questions such as:</th>
<th>Most (but not all) research methods questions are set within the context of a hypothetical research study. This means that your answers must also be set within the context of that study. If you don’t set your answers within the specific context of the study, you cannot receive full marks. Question (e) is a classic example of this. You are not being asked why falsifiability is such an important feature of science but why, specifically, it is so important in the context of psychodynamic hypotheses of offending behaviour.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>What level of measurement is being used in this study? (1 mark)</td>
<td>“Maths” questions can appear anywhere on the paper, and can assess your ability to carry out simple calculations, construct graphs, and interpret data, e.g. in the first question, a correct answer and an explanation of how you arrived at this number are necessary for maximum marks.</td>
</tr>
<tr>
<td>(b)</td>
<td>Identify the type of experimental design used by the researcher in this study and outline one limitation of this type of experimental design. (3 marks)</td>
<td>It is important that you elaborate your evaluative points for maximum marks. We have shown you how to achieve this through the ‘scaffolding’ feature. With questions worth 2, 3 or 4 marks, you could choose one elaborated critical point, but with 6 mark questions (such as the 4th question on the left), you would usually include two elaborated critical points in your answer.</td>
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<td>(c)</td>
<td>The researcher found that the difference between the scores for the offenders and non-offenders was significant at p &lt; 0.05. What is meant by ‘the difference was significant at p &lt; 0.05’? (2 marks)</td>
<td>Not all questions are straightforward ‘description only’ or ‘evaluation only’, but may be mixed. As a rule of thumb, in questions like these you should divide your AO1 and AO3 content equally.</td>
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<tr>
<td>(d)</td>
<td>Calculate the mean and median extraversion scores for the sample used in this study. (2 marks)</td>
<td></td>
</tr>
<tr>
<td>(e)</td>
<td>Identify the type of experimental design used by the researcher in this study, and outline one advantage of this type of experimental design. (3 marks)</td>
<td></td>
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<tr>
<td>(f)</td>
<td>Falsifiability is an important feature of science. Explain why it is important that hypotheses derived from psychodynamic theories are falsifiable. (3 marks).</td>
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<tr>
<th>Maths questions</th>
<th>(a) What percentage of children did not have a criminal conviction by the age of 18? Show your calculations. (2 marks)</th>
<th>“Maths” questions can appear anywhere on the paper, and can assess your ability to carry out simple calculations, construct graphs, and interpret data, e.g. in the first question, a correct answer and an explanation of how you arrived at this number are necessary for maximum marks.</th>
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<tbody>
<tr>
<td>(b)</td>
<td>The researcher found that there was a positively skewed distribution for the children’s age of conviction. Sketch a positively skewed distribution, and mark on it the location of the mean, median, and mode. (3 marks)</td>
<td>It is important that you elaborate your evaluative points for maximum marks. We have shown you how to achieve this through the ‘scaffolding’ feature. With questions worth 2, 3 or 4 marks, you could choose one elaborated critical point, but with 6 mark questions (such as the 4th question on the left), you would usually include two elaborated critical points in your answer.</td>
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<tr>
<th>Evaluation questions</th>
<th>Briefly evaluate the top-down approach to offender profiling. (4 marks)</th>
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<tbody>
<tr>
<td>Explain one criticism of using behaviour modification as a way to deal with offender behaviour. (4 marks)</td>
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<tr>
<td>Evaluate cognitive distortions as an explanation for offending behaviour. (4 marks)</td>
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<td></td>
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<tr>
<td>Evaluate the bottom-up approach to offender profiling. (6 marks)</td>
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<tr>
<th>Mixed description and evaluation questions</th>
<th>Briefly outline and evaluate psychodynamic explanations of offending behaviour. (6 marks)</th>
<th>Not all questions are straightforward ‘description only’ or ‘evaluation only’, but may be mixed. As a rule of thumb, in questions like these you should divide your AO1 and AO3 content equally.</th>
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<tbody>
<tr>
<td>Briefly explain anger management as a way of dealing with offender behavior, and give one limitation of this approach. (6 marks)</td>
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<tr>
<th>Extended writing questions</th>
<th>Outline and evaluate cognitive explanations of offending behaviour. (12 marks)</th>
<th>As a rough guide, 300–360 words would be appropriate for an answer to a 12-mark question and 400-500 words for a 16-mark question. As there are more marks allocated to AO3 than AO1, then your response should contain more AO3 than AO1 content.</th>
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<tr>
<td>Discuss custodial sentencing as a way of dealing with offending behaviour. (16 marks)</td>
<td>If the command word is ‘Discuss’, you should go a bit deeper in your AO3, possibly looking at both sides of an argument or considering the implications or applications of the topic being discussed. An increasingly common type of extended writing question is the type that includes a scenario (or stem) as in the final question opposite. In a 16-mark question, four marks are assigned to your analysis of the stem material in the context of the main topic (in this case ways of dealing with offending behaviour). It is easy to miss this, so keep your eyes open!</td>
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<tr>
<td>Discuss restorative justice programmes. (16 marks)</td>
<td></td>
<td></td>
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<tr>
<td>As part of a national conference for prison officers, delegates were asked to discuss what, in their experience, was the most effective way to deal with persistent offenders in order to prevent them offending again. Some of the opinions expressed are summarised in the table below.</td>
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**Table 1**

<table>
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<tr>
<th>Suggestion</th>
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<tbody>
<tr>
<td>Allow prisoners to meet their victims and to understand the consequences of their crime.</td>
</tr>
<tr>
<td>Teach prisoners different ways in which they might deal with their anger.</td>
</tr>
<tr>
<td>Reward prisoners with treats (e.g. extra TV) when they behave well and withdraw treats when they misbehave.</td>
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Discuss one or more ways of dealing with offending behaviour. Refer to some of the suggestions in your answer. (16 marks)
The way your answers are marked

Examiners mark your answers using mark schemes and marking criteria. These vary from question to question, depending on the specific demands, but below are some examples.

1-mark questions: 1 mark is given for an accurate selection of the right answer or an appropriate identification. Giving the wrong answer or selecting more than one alternative from those available would result in 0 marks.

2-mark questions: For questions such as 'The researcher could have used an independent groups design in her study, but chose to use a matched pairs design instead. Suggest one reason why she might have made this decision', and 'Explain one limitation of the sampling technique used in this study', a little elaboration is necessary to push your answer up from 1 mark to 2 marks. Other 2-mark questions such as 'What percentage of children did not have a criminal conviction by the age of 18? Show your calculations' have two requirements (i.e. the correct answer and appropriate workings), which would receive 1 mark each.

3-mark questions: These questions might focus on a descriptive point, e.g. 'Briefly explain restorative justice programmes as a way of dealing with offending', where the mark awarded would reflect the detail, accuracy, and overall organisation of your answer. They can also be evaluative, e.g. 'Give one limitation of the restorative justice programmes'. The number of marks awarded in these AO3 questions is largely determined by the degree of elaboration of your critical point.

4-mark questions: Descriptive and evaluative questions can sometimes be assigned 4 marks, so will require slightly more detail or elaboration than you would write for a 3-mark question. It is useful to try to write the same number of 'points' as the marks available. You may be familiar with the PEEL (Point, Evidence, Explanation, Link) approach that involves making four different statements for a 4-mark AO3 question. Sometimes 4-mark questions are simply two 2-mark questions in disguise, i.e. they contain two specific components, each worth 2 marks.

6-mark questions: These can have very different requirements (e.g. description only, description plus application, or evaluation only), in which case their actual wording varies, e.g. you may come across a question such as 'Describe differential association theory as an explanation of offending behaviour' (6 marks) or 'Briefly outline and evaluate the historical approach as a way of explaining offending behaviour' (6 marks). For each of these you need to decide what is an appropriate level of breadth (e.g. how many descriptive points for each of these questions, how many evaluative points for the second question) and depth (how much detail, how much elaboration).

8-, 12-, and 16-mark questions: Questions above 6 marks are generally referred to as 'extended writing' questions. They always have more than one requirement, so examiners will be assessing (usually) both AO1 and AO3 in what is effectively a short essay response. There are four main criteria that an examiner will be looking for in extended writing answers.

Description (AO1) – have you described the material accurately and added appropriate detail? There are a number of ways in which you can add detail. These include expanding your description by going a bit deeper (i.e. giving more information rather than offering a superficial overview), providing an appropriate example to illustrate the point being made, or adding a study (which adds authority and evidence of wider reading).

Discussion/ Evaluation (AO3) – have you used your critical points effectively? Examiners will be assessing whether you have made the most of a critical point. A simple way is to identify the point (e.g. that there is research support), justify the point (e.g. provide the findings that back up your claim) and elaborate the point (e.g. link back to the thing being evaluated, demonstrate how research support strengthens a theory or adds support to a research study). In this Exam Workbook we have aimed at writing 30 words of evaluation per mark available for AO3.

• A Level 8-mark question = up to 5 marks for AO3 and so around 150 words of evaluation, or 3 marks for AO3, if there are marks awarded for AO2, and so around 90 words for AO3

• 12-mark question = 6 marks for AO3 and so 180 words of evaluation

• 16-mark question = we have worked on the assumption that you would use five AO3 points of 60 words each. However, you might decide to just use four of the AO3 points we provide and expand each to 75 words. This is entirely appropriate.

Remember, if the command word is ‘Discuss’ rather than ‘Outline and evaluate’, your AO3 should be more discursive in nature. This might involve looking at both sides of an argument, considering the consequences of a particular critical point and so on.

Organisation – does your answer flow and are your arguments clear and presented in a logical manner? This is where planning pays off as you can organise a structure to your answer before you start writing. This is always more effective than just sticking stuff down as it occurs to you!

Specialist terminology – have you used the right psychological terms (giving evidence that you have actually understood what you have read or been taught) rather than presented your material in lay (i.e. non-specialist) language? This does not mean you have to write in an overly formal manner. Students often mistakenly believe that they have to use the sorts of words that they would never use in everyday life!

How do examiners work out the right mark for an answer?

Mark schemes are broken down into different levels. Each of these levels has a descriptor, which describes what an answer for that level should look like, i.e. an average performance for that range of marks. Lower levels have less demanding descriptors, and frequently make use of criteria such as ‘lacking detail’, ‘many inaccuracies’, and ‘poorly organised’. Examiners must first decide on the right level for your response. To do this, they start at the lowest level to see whether the answer meets (or exceeds) the descriptor for that level. If it meets the criteria for the lowest level, the examiner moves up to the next level, and so on, until they have a match between the level descriptor and the answer.

Answers

All answers for this Exam Workbook can be found at: www.oxfordsecondary.co.uk/completescompanionanswers
Chapter 1 – Forensic psychology

Offender profiling: The top-down approach

Specification notes
The top-down approach, including organised and disorganised types of offender.

1 Which **one** of the following is **not** a feature of the top-down approach to offender profiling?
   Tick **one** box only.

   A A description of the crime scene.
   B Using statistical techniques to produce predictions about an offender.
   C Taking details of the crime scene.
   D Finding background information about the victim.

2 Briefly evaluate the top-down approach to offender profiling.
   Top-down processes can be harmful as profiling could mislead investigations. Top-down analysis is not based on scientific evidence so  
   Smart offenders can read about how profiles are constructed and deliberately  
   This means that  

3 Distinguish between organised and disorganised types of offender.
   Organised offenders tend to be  
   and commit crimes which are  
   Disorganised offenders on the other hand tend to be  
   and leave crime scenes which are  

Year 2 Student Book  
Pages 258–259

Exam tip  
As there are only 4 marks available, you can choose to make one evaluative point in more detail, or two evaluation points in less detail.

AO1 = 1
AO3 = 4
A psychologist was interested in police officers’ perceptions of the top-down approach to offender profiling. He noticed that a large number of studies had been conducted in this area involving police officers from all over the world. Rather than conduct his own study, the psychologist decided to conduct a meta-analysis of studies that had already been conducted.

(a) Outline how a meta-analysis is carried out.

(b) Explain why a meta-analysis involves the use of secondary rather than primary data.

(c) Outline one strength of using meta-analysis in psychological research.
The suggested paragraph starters below will help form your answer:

- The top-down approach to offender profiling starts from a general classification of the crime scene, then… (AO1)
- This method relies on… (AO1)
- Data is collected, including a detailed description of the crime scene and… (AO1)
- Decision process models are created. This is… (AO1)
- The crime is classified as being committed by an organised, or disorganised, offender. An organised offender is… (AO1)
- A disorganised offender is… (AO1)
- One strength of top-down profiling is that it can be useful for opening up new lines of inquiry. For example, Copson… (AO3)
- However, one limitation of top-down profiling is that it may not be accurate. For example, Alison et al.… (AO3)
- A second limitation of top-down profiling is that the data on which the organised/disorganised classification is based may be flawed. For example… (AO3)
- Another limitation of top-down profiling is that the distinction between an organised and disorganised offender may not be true. For example, Canter et al.… (AO3)
- A final limitation of top-down approaches is that they can be harmful as profiling could mislead investigations. For example… (AO3)