|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Topic** | **Background** | **Key research** | **Evaluation** | **Application** |
| **What makes a criminal? (Biological)** | Physiological and non-physiological explanations of criminal behaviour.   * Physiological = Bruner – MAOA gene * Non-physiological – Farringdon and West * Interactionist = Caspi – diathesis stress model | **Raine et al. (1997) Brain abnormalities in murderers indicated by positron emission tomography.** | * Psychology as a science * Reductionism * Determinism * Ethics * Quantitative data | **1 biological strategy for preventing criminal behaviour.**   * Vitamins for pregnant women * Omega 3 oils for children * Facial surgery for prisoners |
| **The collection and processing of forensic evidence (Biological)** | Motivating factors and bias in the collection and processing of forensic evidence   * Motivating factors (job satisfaction, crime solving * Cognitive biases (expectation, confirmation, anchoring effects, contextual bias, role effects, reconstructive effects). | **Hall and Player (2008) Will the introduction of an emotional context affect fingerprint analysis and decision-making?** | * Psychology as a science * Hypothesis testing * Self-report * Demand characteristics * Ecological validity | **1 strategy for reducing bias in the collection and processing of forensic evidence**   * Avoidance of context. |
| **Collection of evidence (Cognitive)** | Collection and use of evidence from witnesses and suspects   * Standard and cognitive interviews | **Memon, & Higham, (1999) A review of the cognitive interview.** | * Methodological issues * Usefulness of research | **1 strategy for police interviews**   * PEACE interview strategy * Cognitive Interview Strategies. |
| **Psychology and the courtroom (Cognitive)** | How juries can be persuaded by the characteristics of witnesses and defendants   * Dion – Halo effect. | **Dixon et al. (2002) The Role of Accent and Context in Perceptions of Guilt.** | * Experimental control * Ecological validity * Sample generalizability * Psychology as a science. | **1 strategy to influence jury decision making**   * Penrod and Cutler showed that witness confidence. |
| **Crime prevention (Social)** | How the features of neighbourhoods and a zero tolerance policy can influence crime.   * Defensible space * Zero Tolerance | **Wilson and Kelling (1982)**  **The police and neighbourhood safety: Broken windows.** | • Lack of empirical evidence – too theoretical?  • Lack of distinction between ‘crime’ and ‘disorder’. | **1 strategy for crime prevention**   * Clarke’s situational strategies (Target hardening. Access Stimulating conscience. Denying benefits. Facilitating compliance |
| **Effect of imprisonment (Social)** | Punishment and reform as responses to criminal behaviour   * Prison as punishment (Sykes S.L.A.G.H) * Prison as reform (Gillis and Nafekh – employment training) | **Haney et al. (1973) Study of prisoners and guards in a simulated prison.** | * Ethics * Ecological validity * Situational vs Dispositional debate * Sampling bias. | **1 strategy for reducing reoffending**   * Restorative justice (respect, responsibility, repair, re-integration) |

Psychology Assessment Objectives

AO1: Demonstrate **knowledge and understanding** of scientific ideas, processes, techniques and procedures.

**How to be successful on AO1**

* Use **key terms**
* **Precision** 
  + Always name the TYPE when you refer to reliability (internal, external, inter-rater, test-retest, split-half) or validity (internal = face, construct, concurrent, criterion, external = population, ecological, temporal)
  + Use quantitative data wherever possible
* **Concision** 
  + Plan your answer to make sure that it is brief and to the point.
  + Avoid introductions
  + Don’t define key terms unnecessarily.

AO2: **Apply** knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context; in a practical context; when handling qualitative data and quantitative data.

Questions that ask you to apply your knowledge will say:

* …in this study
* … with reference to this study
* …used in this study …
* Use examples from appropriate core studies to support your answer.
* Support your answer with evidence from the article

**How to be successful on AO2**

* Use the UNIQUE words of the story described or study
* Make sure your answer is not GENERIC (able to be cut and pasted into an answer on a different question).

AO3: **Analyse**, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions and to develop and refine practical design and procedures

**How to be successful on AO3**

* Show why the point you have made MATTERS.
  + This is a strength because ….
  + This is a weakness because …
* Use connectives words between paragraphs (firstly, conversely, however, leading to, etc.)

Paper 3 Child and Crime Question Types

A style questions = 10 marks

Using the research by …, explain / discuss …

5 marks for AO1: knowledge of the key study

* detail the study’s aim, sample, procedure, results, conclusions

5 marks for AO2: application to the topic

* refer to the key words of the question
* know the 6 topic titles

B Style questions = 15 marks

3 marks for AO1: knowledge 12 marks for AO3: analysis

**Question Command Words**

* **Discuss** = strengths and / or weaknesses
* **Evaluate** = strengths AND weaknesses – aim for balance
* **Assess** = strengths AND weaknesses – come to a conclusion
* **To what extent** = strengths AND weaknesses – come to a comparative conclusion (greater / lesser / somewhat)

**How to Answer the Question**

1. Identify the 4 points you are going to make.
2. Each point is going to be developed as a whole paragraph.
3. Structure of the answer – which point should come 1st?
4. Show a plan – it helps the examiner know you understand

* Point
* Explanation
* Example from the key study
* Link to the question / conclusion of why this matters.

C Style questions = 10 marks

Applying knowledge to the situation

State:

* WHAT you are going to do – *e.g. target hardening*
* HOW you are going to do it – *e.g. locks on the doors*
* WHY you are suggesting this – *e.g. if the doors are locked, burglars will have to use a lot of energy, which limits the amount of positive reinforcement that they will receive*

Crime Topic – Part 1: What makes a criminal? (Biological)

Background

**Physiological explanation**

MAOA gene produces chemical involved in the breakdown of serotonin, dopamine and norepinephrine.

**Brunner** et al (1993) studied a large Dutch family where all the males had a mutant form of the MAOA gene. All had borderline retardation and reacted aggressively when angry, fearful or frustrated, suggesting that abnormal MAOA activity is associated with criminality.

**Interactionist Explanation**

Diathesis stress model

genes are the **predisposing** factor to a criminal behaviour

but behaviour will only be shown if there is a **precipitating** factor from the environment

**Caspi et al** (2002) studies 500 male children. Those with low levels of MAOA were more likely to exhibit antisocial behaviour but only if they had been maltreated as children. The interaction between environment and the gene determines aggression.

**Non-physiological**

Farringdon and West identified many factors that may determine criminality from a longitudinal study of 411 eight year old boys that they interviewed into adulthood. They found that typical crime risk factors include poor parenting, poverty, history of family criminality, low school attainment and risk taking.

What makes a criminal? (Biological) Key Study: Raine et al (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 but exact brain areas implicated have not been identified.
* Earlier research limited - focuses on aggressive hospital patients.

**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 2 weeks before the scan.
* 41 controls (39 male, 2 female), mean age of 31.7 years.

**Procedure**

Ps 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 P was scanned. 2 techniques were used to identify brain regions:

1) Cortical Peel technique (lateral brain areas)

2) Box technique (medial brain areas).

**Results**

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**

* Evidence for ‘multi-site deficits’ in murderers pleading NGRI.
* These areas are characterized by reduced glucose metabolism.
* Support for pre-existing biological factors for predisposition to violence.
* Violent behaviour is localized in the brain and may ‘translate’ into criminal behaviour through various pathways including social and cognitive.

Crime Topic – Part 1: What makes a criminal? (Biological):

1 biological strategy for preventing criminal behaviour

1. **Behaviourist strategies**: Learning programmes to raise awareness about risks of smoking, drinking, poor nutrition while pregnant.
   * Operant conditioning – intrinsic rewards for avoiding smoking and drinking, images on cigarette packets to raise feelings of disgust / shame (**Chaney**)
   * Classical conditioning - doctors speaking about smoking, drinking and poor nutrition every time woman attends antenatal appointment, warning signs on each piece of paperwork associated with pregnancy and birth
   * Social learning – posters showing desired behaviour with celebrities in clinics, magazines (**Bandura**)
2. **Biological Strategy**: nutrition for pregnant women
   * Vitamins free for pregnant women to supplement diet
   * Every day, through clinics and doctors
   * to ensure babies’ brain develops with good nutrition
   * **Raine** – lower activity in corpus callosum and the amygdala (more aggression and less emotion regulation)
   * **Casey** – lower activity in inferior frontal gyrus in low delayers
3. **Biological Strategy**: nutrition for newborns and children
   * Omega 3 fish oils free to young children
   * Every day, through school and nurseries
   * to ensure children’s brain continues to develop with good nutrition
   * **Raine** - fish oil like omega-3 can reduce delinquency, aggression and attention problems after 6 months
4. **Biological Strategy**: Facial surgery for prisoners before release
   * For long term criminals returning to society, funded by the justice system to prevent recidivism
   * To change the face to change the behaviour. Physical appearance can be a self-fulfilling prophecy.
   * **Dion** – halo effect – look good people think you are good, lowers expectations from others Less expectation from others?
   * Freedman – criminals showed an increase in cooperation, morale, and optimism, and a decrease in hostility.

Crime Topic – Part 2: The collection and processing of forensic evidence (Biological): Background

**Motivating Factors**

**Charlton et al (2010)** identified the main motives of fingerprint analysts;

1. Expression of satisfaction with their job, skills and successful procedures or strategies
2. Satisfaction with crime solving: catching criminals
3. Satisfaction with crime solving: type of case (e.g. rape / murder)
4. Feeling of getting a match
5. Closure (give peace to victims and themselves) and
6. Fear of error.

**Cognitive Biases**

The **Government** has identified 6 cognitive biases that may affect the examination of forensic materials:

1. Expectation bias
2. Confirmation bias (looking for confirming evidence rather than conflicting evidence)
3. Anchoring effects (relying too heavily on initial information)
4. Contextual bias (other information aside from that being considered)
5. Role effects (identifying themselves within judicial systems)
6. Reconstructive effects (when people rely on memory rather than taking detailed notes).

The collection and processing of forensic evidence (Biological)

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 see 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 so judgements can be subjective
* Early research focused on how emotional context can impact upon decision-making. This research is limited in applicability as it involved non-expert samples.

**Aims**

* To see if trained fingerprint experts are affected by the emotional context of a case.
* To see if the written report supplied with fingerprint would affect an expert’s interpretation

**Method/Design**

Field experiment with an Independent measures design, random allocation:

1. Low emotional context – allegation of forgery (victimless crime)
2. High emotional context – allegation of murder.

**Participants**

* Self-selecting sample of 70 fingerprint experts all working for Met Police Fingerprint Bureau
* The mean length of experience as a Fingerprint Expert was 11 years
* Majority were active practitioners, with the minority no longer active (e.g. in a managerial role).

**Procedure**

* Fingerprint (right forefinger) from a volunteer inked onto paper and scanned onto a £50 note
* Background of note obscured the ridge detail - fingerprint=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 / 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 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 read the crime scene report said they were affected by it. Significantly different from the 6% in the other group
* No significant difference between the decisions made by the 2 groups
* No significant difference between the 2 groups as to whether the experts would feel confident in presenting the evidence in court.

**Conclusions**

* 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. length of service and type of crime.

Crime Topic – Part 2: The collection and processing of forensic evidence (Biological): 1 strategy for reducing bias in the collection and processing of forensic evidence

**Blinding precautions**

* Give forensic examiner only the information that is required to do an effective examination
* **How**: only give the fingerprint or biological sample, remove all context from the report given to expect forensic teams to work in a different location than the police
* **Hall and Player**: stops context being introduced, which could provoke a cognitive bias (such as an expectation bias)

**Blind verification**

* Require another independent examiner to check the material without knowing the conclusions of the 1st examiner
* **How**: make sure 2 people independently give their decision on the forensic evidence
* **Why**: Minimises the risk of confirmation bias
* **Charlton** – minimises the risk of motivating factors such as satisfaction with crime solving.

Crime Topic – Part 3: Collection of evidence (Cognitive): Background

**Standard Interview (SI)**

This involves free recall, followed by some specific questions

* The SI has four stages:
* Orientation
* Listening
* Questions and Answers
* Advice.

**Geiselman et al (1985) - the Cognitive Interview** based on four instructions:

1. Recreate the context of original incident (Try to recall an image of the setting – weather, lighting, how you were feeling at time etc.)
2. Report every detail (Even if it doesn’t seem important)
3. Recall the event in different orders (i.e. reverse order)
4. Change perspectives (Recall from perspective of other people who were there)

**The Cognitive Interview**

* Uses open questions
* Allows detailed responses
* Has minimal distractions & interruptions
* Involves actively listen to the witness
* Has paused after each question to allow the witness to concentrate and think, and to talk freely.
* Enable witnesses to use imagery
* Avoids judgemental comments which put the witness off
* Adapts language to suit individuals
* Acknowledges that the sequence of events is important.

The collection of evidence (Cognitive)

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 effective components of the CI.
* Research suggests context reinstatement is the most effective.
* Enhanced Cognitive Interview (ECI) emphasizes effective communication between interviewer and witness (e.g. active listening, open questions).
* Effectiveness is an interplay between context reinstatement and improved communication.
* Mental imagery is also an adapted feature of the CI in aiding retrieval.

**Comparison with other interview methods**

* Problems with obtaining control groups
* 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.

**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 keys to its effectiveness.
* Individual differences of interviewers are key, e.g. attitudes, motivation, prior experience.
* Some police officers show resistance to being trained but this depends on wh’s doing it
* Limited research into taking baseline measures e.g. interviewing skills pre-training. This is a methodological issue.
* Feedback on interviewer performance is important.
* Training needs to focus on: length, quality, background and attitudes of the interviewers.

Crime Topic – Part 3: Collection of evidence (Cognitive):

1 strategy for police interviews

**PEACE model of interviewing: 5 key elements**

1. Preparation and planning
2. Engage and explain
3. Account
4. Closure
5. Evaluation.
6. **HOW** - Interviewers encouraged to **plan** it carefully - including collating all the information that is known and setting out objectives for the interview
7. **HOW** - Interviewers need to **engage** with the **witness** and form a **rapport,** making them feel more comfortable to explain everything and want to help. **WHY** – operant conditioning (**Chaney**)
8. **HOW** - Interviewers should allow the witness to give their **account** of the event without being disrupted, using open questions rather than closed. WHY - **Grant** to use contextual cues present at encoding and storage of the memory, such as the features of the room, emotional reactions, heat, sounds and smells. These cues will help to trigger the memory and allow full retrieval of it.
9. **HOW** - Should use context reinstatement to get as much out of the witness. **WHY** - **Memon & Higham** - this component of the CI was most effective and gains the greatest number of accurate details to be recalled.
10. **HOW** - Interviews **close** the interview appropriately.
11. **HOW** - Interviewers **evaluate** the interview and establish whether everything that was required has been covered or if there were any inconsistencies.

Crime Topic – Part 4: Psychology and the courtroom (Cognitive): Background

**Juries can be swayed by a range of characteristics of the defendant, such as:**

* Accent
* Age
* Amount of jewellery
* Attractiveness
* Cleanliness
* Clothing
* Facial hair/clean shaven
* Gender
* Height
* How clearly spoken they are
* Race
* Tattoos

**Dion et al. (1972)** suggest that when someone is attractive, we tend to assume that they have other positive traits as well (e.g. kindness, generosity, friendliness). This is known as ‘the **halo effect’**. In courts, psychological research has shown the halo effect to influence verdicts made by juries.

**Stewart (1985)** found that when 60 photos of criminals were shown to participants they tended to give less punishment to the ones they rated as more attractive.

**Sigall and Ostrove (1975)** used 120 college students to read an account of a crime. One group read that the crime was burglary and the other read the crime was fraud. Results showed that when the attractive defendant was accused of fraud they were more likely to be punished more harshly.

Psychology and the courtroom (Cognitive)

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**

* ‘Brummie’ suspect would get stronger attributions of guilt than standard accent.
* The study also looked at influence of the race of the suspect and crime committed.

**Participants**

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

**Research method**

Lab experiment. IVs:

* Accent (Birmingham/standard)
* Race
* Type of crime (armed robbery/cheque fraud)

DV: Participants’ attributions of guilt.

**Procedure**

* Ps 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

**Collection of Data: two rating scales**

* Suspect’s level of guilt from ‘innocent’ to ‘guilty’ on a 7-point 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’.

**Conclusion**

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

Crime Topic – Part 4: Psychology and the courtroom (Cognitive): 1 strategy to influence jury decision making

**Juries can be swayed by a range of characteristics of the defendant, such as:**

* Accent
* Age
* Amount of jewellery
* Attractiveness
* Cleanliness
* Clothing
* Facial hair/clean shaven
* Gender
* Height
* How clearly spoken they are
* Race
* Tattoos

**Strategy for Defence team to prepare defendant**

* **HOW** - Where possible, adjust the presentation of the defendant (haircut, no jewellery, professional clothing, cover tattoos, etc.)
* **WHY** – **Stewart** - less punishment was given to defendants rated as more attractive
* **HOW** – where possible, present the defendant in a suitable way according to their crime
* WHY - **Sigall and Ostrove** – attractive defendant more likely to be found guilty of fraud.
* **HOW** – where possible, train the defendant to speak with a neutral accent
* **WHY** – **Mahoney & Dixon** – standard accent less likely to be seen as guilty.

**Strategy for Prosecution or Defence to prepare witnesses**

* **HOW -** familiarise them with the court setting beforehand
* **HOW -** explain the procedures on the day
* **HOW -** do a practise questioning session with them
* **WHY -** **Penrod & Cutler** showed that witness confidence is important in whether the jury believes them or not.

Crime Topic – Part 5: Crime prevention (Social):

Background

**Newman’s ‘defensible space’**

1. **Zone of territorial influence** – Markers like fences and hedges should indicate that areas are private rather than public.
2. **Opportunities for surveillance** – Housing should be designed so that people entering a communal area can be easily spotted and identified (e.g. designing housing around courtyards). Fewer residents to an estate means that it is easier to spot intruders.
3. **Image** – Opportunities for personalising housing gives a sense of ownership and care rather than impersonal high rise flats. If individuals have a say in the planning of future housing they are also more likely to take care of it.
4. **Milieu** – Buildings set around large open spaces attract more crime like vandalism compared to smaller, semi-private spaces like courtyards.

**Zero Tolerance Policing**

* Police presence – increase this so people are aware that they will be watched.
* Expect arrests – give police a quota of arrests to make each day
* No crime is too small – any and all crime is stopped, so that the smaller crimes do not lead to the bigger crimes.

**Broken Windows Theory**

* Disorder leads to
* Isolation, which leads to
* Petty crime, which leads to
* Serious Crime

To prevent crime:

* Make people feel safe
* So they will go outside,
* Which makes it difficult to commit crime, as you are being watched
* So people will challenge criminal behaviour

Crime prevention (Social)

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 have no significant impact on crime rates. However, it helps ‘order maintenance’ and made communities feel safer.

**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.

Crime Topic – Part 5: Crime prevention (Social):

1 strategy for crime prevention

Clarke’s social crime prevention strategies:

* **Target hardening** - Making criminal targets more difficult such as putting locks on bikes or immobilisers on cars.
  + **WHY** – makes it less easy to receive positive reinforcement for the crime (operant conditioning)
* **Access control** - Making it difficult for criminals to get into places such as having phone entry systems in blocks of flats.
  + **WHY** – limits availability and desirability.
* **Stimulating conscience** – Appealing to criminals’ consciences, e.g. copyright stealing of messages on videos.
  + **WHY** – appeals to higher authority which requires obedience (**Milgram**)
* **Denying benefits** – Make crime less worth it, e.g. attaching ink-filled security tabs to items of clothing.
  + **WHY** –makes it less easy to receive positive reinforcement for the crime (operant conditioning)
* **Facilitating compliance** – To encourage people not to commit crimes by making it easier to do the right thing, e.g. having litter bins regularly available so littering is reduced.
  + **WHY** –makes it easy to do the right thing - positive reinforcement (operant conditioning)

Crime Topic – Part 6: Effect of imprisonment (Social):

Background

**Two approaches to punishment, reform and prison:**

1. criminality can be seen as a disorder which requires treatment and reform, the aims of which being to prevent reoffending;   
2. or criminal behaviour is seen as an action which needs punishing to deter both the criminal themselves, and others from committing the same offence.

**Purposes pf Punishment**

1. Deterrence - This experience is unpleasant enough (or the threat of one), so it serves to prevent the behaviour in the future

2. Reform - The experience of punishment leads the offender to becoming a changed individual, such that they do not repeat the behaviour in the future, because they have no need to commit crime.

3. Protection - the punishment serves to (temporarily) prevent the individual from committing further crimes by, for example, removing them from society (prison) or removing the means to reoffend (driving disqualification)

4. Retribution - the punishment is designed to fit the crime. Here society exacts a kind of revenge upon the offender that is considered proportional to the crime; a very serious crime merits a severe punishment.

**Prison as Punishment**

**Sykes** outlined five deprivations suffered by becoming an inmate’.

* **Deprivation of Liberty** - The prisoner is not trusted to live in the free world. Prisoners use numbers and wear uniforms. Prisoners have to ask before they eat, sleep, shower and interact.
* **Deprivation of Autonomy** - Prisoners have no power and few choices to make. This can often lead to feelings of almost total helplessness.
* **Deprivation of Goods** - Inmates don't have the 'stuff' that we expect in the free world. This deprivation can bring a sense of failure to those inside.
* **Deprivation of Heterosexual relationships** - Many straight men find female companionship to be a part of their self-identity. Being denied this reduces many men's sense of self-worth.
* **Deprivation of Security** - Some prisoners report fears for their safety. Many inmates describe other prisoners as violent and aggressive.

**Prison as Reform**

Some prison programmes have been created to help prisoners train and prepare for life outside of prison. These include:

* Classes to increase skills such as literacy and numeracy.
* Training for employment upon release.
* Training criminals for jobs as it gives them the income they need to secure accommodation, be independent and increase their self-esteem.

**Gillis and Nafekh** conclude that a planned programme that allows prisoners to work is one way of reducing reoffending rates.

Effect of imprisonment (Social)

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

**Aim**

To look at the processes which motivate aggressive and submissive behaviour within a ‘total institution’ (e.g. a prison)

**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**

* Ps 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 for 2 weeks but stopped after 6 days
* **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**

Situational explanation of behaviour – the prisoners’ and guards’ behaviour changed due to the roles they were given.

Crime Topic – Part 6: Effect of imprisonment (Social):

1 strategy for reducing reoffending

The four key parts to an RJ programme is

1. respect from both sides
2. taking responsibility for their actions
3. trying to repair the damage they caused
4. and integration
5. Both parties must voluntarily enter the process.

**WHY** – distressing to both parties.

1. Restorative justice focuses on the needs of the victim. **WHY –** this is under-represented in the UK Justice system.
2. Victim and offender meet with trained officials and support (friends, family) for each side.

**WHY –** trained officials can determine level of empathy and regret an offender is showing (**Baron-Cohen, Hancock**)

1. In this meeting the offender usually apologises for committing the crime, and offers to make amends for what has been done.
2. Victim has a chance to speak about what impact the offence has had on them.

**WHY –** this is under-represented in the UK Justice system.

1. Victim can ask questions about why they were chosen to be the target of a crime

**WHY –** this is under-represented in the UK Justice system.

Issues and Debates for B Style questions

|  |  |
| --- | --- |
| **Nature/nurture** | |
| **Nature**   * Behaviour caused by innate characteristics * Determinist - all behaviour is inherited   **Strengths**   * Objective methods used * Can show cause & effect   **Weaknesses**   * no control over own behaviour * Reductionist | **Nurture**   * Behaviour is **determined by the environment**   **Strengths**   * Allows for intervention programmes. * Wide range of research methods used   **Weaknesses**   * Reductionist * Harder to establish cause and effect |
| **Freewill/Determinism** | |
| **Determinism assumes that:**   * behaviour controlled by forces outside your control * Behaviour is predictable. * Behaviour is controllable.   **Strengths**   * Emphasis on cause and effect * Encourages interventions / therapies   **Weaknesses**   * Ignores free will over behaviour * Behaviour is too complex and variable * Doesn’t blame people for their behaviour | **Free will assumes that a person:**   * has control over their behaviour * is responsible for their own actions. * behaviour is not predictable.   **Strengths**   * Individual responsibility. * Emphasis on the individual. * Suggests behaviour is free   **Weaknesses**   * Unscientific - behaviour can’t be predicted or objectively measured * No clear definition of the term ‘free will’ |
| **Reductionism/Holism** | |
| **Reductionism**   * All psychological can be reduced to simple parts. * Claims behaviour is predictable as it is determined by one factor.   **Strengths**   * Allows detailed look at components that affect behaviour. * Explains certain types of behaviours * Scientific and open to testing.   **Weaknesses**   * Over simplifies complex behaviours. * Does not take into consideration other factors affecting behaviour. | **Holism**   * Looks at the whole picture/ individual * Useful when studying individuals   **Strengths**   * Looks at everything that may impact on behaviour. * Considers more than one cause.   **Weaknesses**   * Non- scientific. * Does not explain mental illness adequately. * Over complicates behaviours which may have a simple explanation |
| **Individual/Situational Explanation** | |
| **Situational =** Environment causes behaviour (e.g.; upbringing, poverty)  **Strengths**   * Suggests that behaviour is predictable so cause and effect can be found. * Behaviour can be changed by improving one’s environment.   **Weaknesses**   * Reductionist * Tends to rely on observations | **Individual =** Behaviour caused by a feature of the person (e.g. personality, genes)  **Strengths**   * Free will - gives people the responsibility to change themselves. * Holism: Takes into account individual differences   **Weaknesses**   * Difficulties generalising * Reductionist |
| **Usefulness of Research =** research is useful if it (D.R.U.G.V.)   * **develops** therapies, interventions, preventative action or treatments * provokes further **research** in the field * progresses **understanding** beyond previous findings * is **generalisable** to a wide population * is **valid** so that results are accurate | |
| **Ethical Considerations**  Consent**,** Debrief, Confidentiality, Deception, Right to withdraw, Protection from Harm | |
| **Conducting Socially Sensitive Research =** Socially sensitive research can S.C.A.R.  Subject to social norms Controversial Able to shape the law / policy Risking stereotyping and prejudice | |
| **Psychology as a science**  Falsifiable, Objective, Replicable, Quantitative data, Experiment | |
| **Methodological Issues**   * Research method (correlations, observations, self-reports, experiments). * Research length (snapshot, longitudinal). * Experimental design (repeated, independent, matched pairs). * Collection of data (quantitative / qualitative / what measures were used). * Sampling method (random, opportunity, self-selecting, snowball). * Sample size and features (nomothetic, idiographic, androcentric, ethnocentric). * Reliability (consistency, use of controls and standardised procedures, replicability). * Validity (internal – face / construct / content / concurrent; external – population / ecological / criterion / temporal). | |
| **Ethnocentrism**   * **Severe ethnocentrism**: belief that one’s own group (ethnic, social, cultural) is the most important * **Softer ethnocentrism**: people from 1 certain culture find it difficult to think outside their own cultural experience * **Sampling** may lack generalisability * **Research design / conclusions** may makes sense to their own cultural group, but may have little meaning to other cultural groups.   **Studying ethnocentrism h**elps to understand and prevent discrimination | |

Question Tracking

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| Section | Specimen | Practice 1 | Practice 2 | A Level 2017 | A Level 2018 |
| Mental Health Key Study | Rosenhan | Gottesman | Szasz | Rosenhan | Szasz and Rosenhan |
| Section A Issues of Mental Health 10 mark | Discuss the **nature/nurture** debate in relation to the biological explanation of mental illness | To what extent are explanations of mental illness **reductionist** | **Compare** the biochemical explanation of mental illness with brain abnormality as an explanation of mental illness | To what extent are alternatives to the medical model of explaining mental illness **scientific** | To what extent are explanations of mental illness **determinist?** |
| Crime Key Study | Hall and Player | Wilson and Kelling | Dixon | Raine | Dixon |
| Crime | Assess the **usefulness** of research into the collection and processing of forensic evidence | Assess the **ethnocentrism** of crime prevention | Discuss the **validity of research** into psychology and the courtroom | Discuss **methodological issues** involved when researching what makes a criminal | Discuss **ethical considerations** of research into psychology and the courtroom. |
| Child Key Study | Barkley-Levenson | Gibson and Walk | Johnson and Young | Wood | Van Leeuwen |
| Child | Assess **ethical** problems with using brain structure as an explanation of risk taking behaviour | Evaluate **ethical** considerations when researching perceptual development. | Assess the **usefulness** of research into the impact of advertising on children | Discuss the **nature nurture** debate in relation to research into cognitive development and education | Discuss **methodological** issues involved when researching intelligence. |