

Qualification
Accredited

GCSE (9–1)

Delivery Guide

PSYCHOLOGY

J203

For first teaching in 2017

Criminal Psychology

Version 1

PSYCHOLOGICAL PROBLEMS

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GCSE (9-1)

PSYCHOLOGY

A guide to approaching the teaching of the content related to Criminal Psychology.

This delivery guide provides support for the delivery of the following topic areas:

- **Criminal Psychology Key Concepts**
- **Social Learning Theory**
- **Eysenck Criminal Personality Theories**
- **Research Studies – Cooper and Mackie (1986) and Heaven (1996)**
- **Application**

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 which 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

Link to qualification:

<http://www.ocr.org.uk/Images/309306-specification-draft-gcse-psychology-j203.pdf>

DISCLAIMER

This resource was designed using the most up to date information from the specification at the time it was published. Specifications are updated over time, which means there may be contradictions between the resource and the specification, therefore please use the information on the latest specification at all times. If you do notice a discrepancy please contact us on the following email address: resources.feedback@ocr.org.uk

Sub Topic 1: Key concepts – Criminal Psychology

Key Concepts

- Different types of crime including: violent; drug related; acquisitive; sexual; and anti-social offences.
- Criminal behaviour as a social construct including deviation from norms and the role of culture in defining criminal/anti-social behaviour.
- How crime is measured: official statistics and self-report.



General approaches:

The key concepts of Criminal Psychology are important ideas as an introduction to teaching this topic. It is important that learners are able to describe the five different types of offences identified on the specification and give examples of these different types of crimes. Discussing different criminal offences is likely to spark an interest in this topic. Learners also tend to find what is illegal in other countries to be of interest and can increase their awareness of cultural differences. When studying crime statistics learners can use interactive sites to see what crime has happened in their local area <https://www.police.uk/>

Common misconceptions or difficulties learners may have:

Learners may assume that what is a criminal offence or legal in our country will also be the same in other cultures. They therefore may have difficulties understanding why different countries have different laws; understanding the concept of a “social construct” will help grasp these ideas. A common misconception may be to take statistics at face value. By studying the different sources of crime and statistics (including official statistics from the police and courts, and self-report such as victim surveys) this can help explain why the data may differ.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

There are good links to research methods within these key concepts. When studying self-report methods within crime statistics, strengths and weaknesses of questionnaires can be discussed. Data analysis can be performed and graphs and charts can be drawn relating to different types of offences and the occurrence of crime in learners’ local areas.

When delivering the key concepts of criminal psychology a wide range of contexts can be used within teaching and learning. Different types of offences e.g. anti-social offences can be discussed in the context of different cultures which links nicely to the criminal behaviour as a social construct. Furthermore, criminal statistics for different types of offences can be explored as can their frequency within certain social contexts. Moreover, the source of crime statistics could be learnt within the context of carrying out self-reports with family and friends.

Assessment for learning can be carried out through MCQs, short and longer answer questions, as well application of knowledge to a novel scenario e.g. explaining crime statistics from a previously unseen source.

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Activity 1.1 Know your crimes			<p>Task 1 - Research and define the five different types of criminal offences required for the exam e.g violent; drug related; acquisitive;sexual; and anti-social offences.</p> <p>Task 2 – From the list of crimes decide what type of offence it is and add to the examples box for the relevant type of offence.</p>		Learner Task sheet 1.1
Criminal Behaviour as a Social Construct	Thought Catalog	http://thoughtcatalog.com/rachel-hodin/2013/10/67-ridiculous-laws-from-around-the-world-that-still-actually-exist/	<p>Starter IDEA – what is a norm/deviation from norm? Followed by research task on criminal behaviour in other cultures.</p>	<p>Students research crimes from different cultures:</p> <p>http://thoughtcatalog.com/rachel-hodin/2013/10/67-ridiculous-laws-from-around-the-world-that-still-actually-exist/</p> <p>Choose five crimes and explain why they may be a social construct within that society.</p>	
		<p>https://www.cnet.com/news/alan-turing-gets-royal-pardon-on-homosexuality-crime/</p> <p>http://thebadgeronline.com/2012/03/should-fox-hunting-remain-illegal/</p>	<p>Task 1 - True or false activity on crimes in other cultures, followed by discussion. E.G students design questions such as “In some countries it is illegal for same sex sexual activity (T), or in some countries homosexuality and transgenderism is seen as immoral and indecent and can be punishable with execution or corporal punishment, whipping or flogging (T).</p> <p>Task 2 - Illegal vs deviation from social norms discussion. Identify examples of illegal but ‘normal’ behaviours and vice versa e.g. speeding.</p> <p>Task 3 – Research task on the Case of Alan Turing and fox hunting.</p> <p>Task 4 – Using an example describe crime as a social construct.</p>		

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
How Crime is Measured		http://ukcrimestats.com/	Students research crime statistics in their area: How do they compare to national crime statistics?	Which crimes are the most and least common? How is crime changing in the local area? Maths requirements from the RM section of the specification can be carried out; e.g. percentage changes, ratios between different crimes and mean number of crimes per year over a 5 year period.	
			Higher or Lower (play your cards right) activity on some crime statistics.		
			Research methods link – Self Report. A dodgy questionnaire.	Students to be given an example of a poorly designed victim and offender survey, to be designed by the teacher. They should identify problems with it and redesign. Compile a list of weaknesses from these surveys and recap on weakness of self-report from RM.	
Are Crime Stats Accurate? Activity 1.2			Crime is measured in a number of different ways including self-report and official statistics. However, the accuracy of crime statistics can be questioned due to over or under reporting. Consider the different sources of measuring crime and identify why this data may not be accurate.	Extension Activity on Learner resource 1.2. Why else may crime figures be inaccurate? https://www.theguardian.com/uk-news/2014/jan/15/police-crime-figures-status-claims-fiddling	Learner Task sheet Activity 1.2
		http://www.cracked.com/photoplasty_2052_19-ways-you-can-make-statistics-say-whatever-you-want/	Misleading stats activity Write a bog entry on UK Crime statistics and what is the problem with statistics	Research task using examples from http://www.cracked.com/photoplasty_2052_19-ways-you-can-make-statistics-say-whatever-you-want/ https://www.theguardian.com/commentisfree/2017/oct/20/violent-crime-rise-police-figures-different-story-office-national-statistics	

Sub Topic 2: Social Learning Theory

The Social Learning Theory of Criminality:

- identification with role models
- the role of observation and imitation
- the process of vicarious reinforcement
- the role of direct reinforcement and internalisation
- criticisms of the theory including the nature/nurture debate.



General approaches:

When describing the Social Learning Theory (SLT) of criminality it is important that learners use the appropriate terminology as outlined in the specification: identification, role models, vicarious reinforcement, direct reinforcement and internalisation. There are many real life examples which can be found in newspaper articles and on YouTube that can be used when teaching SLT.

Common misconceptions or difficulties learners may have:

Although Social Learning Theory (SLT) is an explanation for behaviour that learners are usually able to understand without too much difficulty, the problems they often have is applying the theory to a particular behaviour, in this case criminality. It is therefore important that learners give relevant examples when describing SLT such as criminals on TV being role models and vicarious reinforcement being the observation of criminals making financial gains from acquisitive offences.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

Social Learning Theory (SLT) can be applied to other topics, as can the nature nurture debate which could both appear within a 13 mark synoptic question to explain other behaviours. By using the required SLT terms outlined on the specification with examples any behaviour can be explained. While a class debate on nature/nurture and applying these arguments to criminal and other behaviours can also be useful for learners.

Thinking Contextually: Approaches to teaching the content:

When delivering Social Learning as a theory which explains why criminal/anti-social behaviour occurs a wide range of contexts can be used within teaching and learning. Different types of offences e.g. acquisitive offences can be discussed as the context to explain criminal behaviour. Furthermore, the nature/nurture debate for different types of offences can be explored as a way of introducing this important debate within psychology. Moreover, the debate can be applied as a way of criticising the theory.

Assessment for learning can be carried out through MCQs, short and longer answer questions, as well application of knowledge to a novel scenario e.g. explaining why someone may learn criminal behaviour and applied to a previously unseen source.

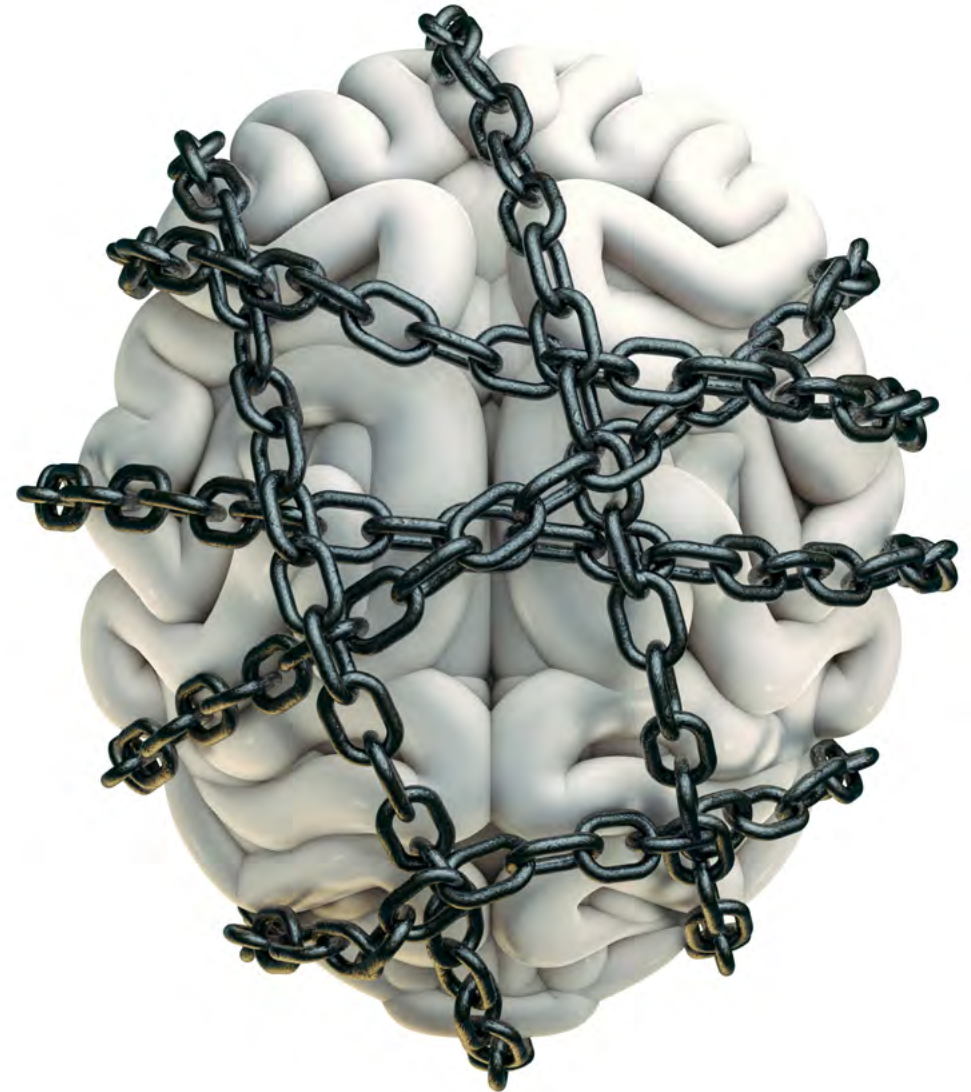
Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Introducing the Social Learning Theory	Youtube	https://www.youtube.com/watch?v=128Ts5r9NRE https://www.youtube.com/watch?v=KHi2dxSf9hw	Watch and discuss the YouTube clips on Social Learning Theory	Students make notes on the key features of SLT. How does it explain behaviour? How can it be applied to crime?	
Understanding SLT Key terms			Define Key Terms: Observation, imitation, identification, role model, mental representation, internalisation, vicarious reinforcement, vicarious punishment, direct reinforcement, self-efficacy.	Using the internet/textbooks/OCR Resources. Students write definitions for each of the key terms.	
Activity 2.1 The Contextualised Social Learning Theory Paragraphs			Task 1 - Write a gap fill paragraph on SLT explanation of crime. Task 2 – Write own SLT paragraph in the context of a specific crime.	Task 1 - Once students have defined the 12 SLT Key terms, add them to the paragraph which will provide a description of SLT to explain criminality. Answers to task 1: (1) observe (2) mental representation (3) imitated (4) vicarious reinforcement (5) rewards (6) consequences (7) vicarious punishment (8) internalised (9) direct reinforcement (10) nature (11) nurture (12) genes Task 2 – Choose a specific crime e.g. speeding or theft students then write their own paragraph on SLT to explain this specific crime using all of the key terms.	Learner resource 2.1

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Introducing Nature vs Nurture	Youtube	https://www.youtube.com/watch?v=Baojz1ot6c8	Defining the debate and applying to SLT.	<ol style="list-style-type: none"> 1. Watch the YouTube clip and write a definition of nature and a definition of nurture. 2. Add to the definition with examples applied to crime. 3. Apply both sides of the debate to criminal behaviour. 4. Criticise SLT using the nature/nurture debate. 	
Activity 2.2 SLT Criticisms - the nature/nurture debate.			A Class debate, half supporting nature and half nurture. Learners are allocated a role within the team.	Using the various sources, students pick out information and find evidence to support the arguments for one side of the debate. Once they have completed their research they need to take on a role within a sub team, these include: debate writers, debaters, poster makers, information leaflet designers, responders to the other team's points.	Learner resource 2.2
Other limitations of the SLT of criminality.		Limitations table of SLT	Class discussion; using sources such as a textbook or the internet, learners to compile limitations of the theory. E.g. not all offenders observe criminal behaviour and there are cases where crime cannot be unlearned.	This can be presented to the class by students as a mind-map or a poster or a peer presentation.	

Sub Topic 3: Eysenck Criminal Personality Theory

Eysenck's Criminal Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967)

- Extraversion; neuroticism; and psychoticism; in relation to criminal behaviour
- how the central nervous system relates to cognitions and behaviour, with specific reference to arousal levels and the criminal personality
- how functions of the brain relate to cognitions and behaviour with specific reference to synapses and dopaminergic neurons and how they interact in an overactive dopamine system in psychoticism.
- the role of dopamine reward systems; the reticular activation system and the cerebral cortex in extroversion.
- the role of the autonomic nervous and the limbic system in neuroticism.
- the role of early socialisation and difficulties in conditioning children
- criticisms of the theory including the issue of individual differences.



General approaches:

The specification requires learners to know Eysenck's Criminal Personality Theories (1964 and 1992) and Eysenck's Biological Basis of Personality (1967) therefore there quite a lot of content to teach within this topic. However, the specification is clear on the requirements; therefore it is important that learners use the psychological and biological terminology when describing the theory.

Common misconceptions or difficulties learners may have:

The biological basis of personality can be tricky for some learners, due to the high level of neuropsychology content, namely; the central nervous system arousal levels and the criminal personality, synapses, dopaminergic neurons, an overactive dopamine system, the dopamine reward systems, the reticular activation system, the cerebral cortex, the autonomic nervous and the limbic system. The specification is designed to allow the teaching of neuropsychology within topics. Therefore teaching about these functions and areas of the brain in the context of personality traits is important.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

Learners taking personality tests is a fun way of teaching this theory, it is links well to content relating to questionnaires within the research methods section of the specification (both description and strengths and weaknesses). Neuropsychology knowledge acquired here can also link to other content such as the dopamine hypothesis of schizophrenia and neurons and synapses in various other topics. Comparisons between Eysenck's theory and SLT could also be made to illustrate the differences between such theories when explaining criminal behaviour.

When delivering Eysenck's theories which explain why criminal/anti-social behaviour occurs a wide range of contexts can be used within teaching and learning. Different types of offences e.g. acquisitive offences can be discussed as the context to explain criminal behaviour. Furthermore, explaining the different reasons for the different personality types being criminal is important.

Assessment for learning can be carried out through MCQs, short and longer answer questions, as well application of knowledge to a novel scenario e.g. explaining why someone's personality or biology may cause criminal behaviour, applied to a previously unseen source.

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Eysenck's Theory of Criminal Personality starter		http://psychcentral.com/quizzes/psychopathy.htm	Compile a list of personality traits.	Differentiate this task allowing some students to compile the personality traits for their heroes and let others list the traits for famous successful people. Finally allow students to compile a list of traits they might expect from different types of criminals. Compare to Eysenck's PEN traits. http://psychcentral.com/quizzes/psychopathy.htm - Psychopath test. Allow students to do this (Be aware of ethical considerations). Discuss the results. PEN – match the trait with the personality type.	
Identifying personality traits			IDEA - Trait role play activity and identify the traits from crime vignettes/stories or write a crime vignette scenario.		
Eysenck's Personality Questionnaire		http://similarminds.com/eysenck.html	IDEA - Complete a version of Eysenck's PEN personality test – http://similarminds.com/eysenck.html	Before submitting their results students should try and identify the personality characteristics the questionnaire is trying to measure.	
Research methods link			Research Methods – students outline what a rating scale is and discuss the strengths and weaknesses of such a questionnaire.	Discuss why criminals and non-criminals may give invalid answers to the questionnaire.	

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
The Central Nervous System		http://classconnection.s3.amazonaws.com/32/flashcards/806032/png/nervous_system1318518197944.png	Lecture/read notes on the central nervous system and then students create their own diagram and label it.	The following will be of use in summarizing the central nervous system http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_21c/brain_mind/nervoussystemrev2.shtml and https://www.emedicinehealth.com/anatomy_of_the_central_nervous_system/article_em.html#the_brain_and_cerebrum	
Activity 3.1			Eysenck's Criminal Personality Theory Research and Q and A.	Students can research Eysenck's Criminal Personality theory using the following : http://www.bbc.com/future/story/20130717-what-makes-someone-an-extrovert http://www.psychotron.org.uk/newResources/criminological/A2_AQB_crim_EysenckTheory.pdf http://personalityresearch.org/papers/jang.html https://www.britannica.com/topic/neuroticism	Learner Resource 3.1
Criticisms..		http://www.psychotron.org.uk/newResources/criminological/A2_AQB_crim_EysenckTheory.pdf	Class discussion on how Eysenck ignored individual differences.	Write a paragraph on the problem of Eysenck ignoring the uniqueness of individuals. Write a paragraph on the deterministic nature of the theory. E.g. extroverts will be criminals.	

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Summary task			Complete these sentences:	<p>Extroverts will show more criminal behaviour because...</p> <p>Neurotics are more likely to be criminals because...</p> <p>Psychoticism causes criminal behaviour because...</p>	

Research Studies – Cooper and Mackie (1986) and Heaven (1986)

For each core study, learners should ‘tell the story’ of the study by considering the following:

- background
- method (design, sample, materials/apparatus, procedure)
- results
- conclusions
- criticisms.

Social Learning Theory Research Study – Cooper and Mackie (1986): Study into video games and aggression in children.

Criminal Personality Theory Research Study – Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem.



General approaches:

There are number of different approaches that can be used when teaching the core studies, but it is essential the requirements from 'tell the story' are understood. The details of the criminal studies can be found in the Guide to Core Studies on pages 4-13: <http://www.ocr.org.uk/Images/308616-guide-to-core-studies-1.pdf>.

Summarising studies in less than 200 words for example is an effective way of identifying the key points from the studies. While doing replications of aspects of the studies can make the content come alive. Alternatively a flipped learning approach could be adopted where learners read the details of the study for homework, or listen to a recording of a description of the research and then answer questions in class. Once learners have acquired the knowledge, class time can be spent on criticisms of the research.

Common misconceptions or difficulties learners may have:

Learners may have some difficulties with the research methods content within the studies if this has content has not been previously taught. Therefore teaching concepts such as experimental design alongside the studies would be helpful.

When teaching Heaven's study it is important that learners are aware that self-esteem was measured instead of neuroticism. Furthermore, the correlational aspects of the study could be taught alongside correlations within research methods. While Cooper and Mackie's study could be used as a way of introducing the difficult concept of extraneous variables.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

There are excellent links that can be made between the core studies and research methods. For example, Cooper and Mackie's study may be used to teach lab experiments, observations and/or questionnaires while Heaven's study can be used when teaching questionnaires and/or correlations. Further research methods content such as sampling methods, hypotheses, experimental designs, descriptive stats and reliability and validity can be embedded within the research topics. This can both save time and make research methods more relevant by applying it to studies learners are required to know for the qualification.

When delivering Social Learning as a theory which explains why criminal/anti-social behaviour occurs a wide range of contexts can be used within teaching and learning. Different types of offences e.g. acquisitive offences can be discussed as the context to explain criminal behaviour. Furthermore, the nature/nurture debate for different types of offences can be explored as a way of introducing this important debate within psychology. Moreover, the debate can be applied as a way of criticising the theory.

Assessment for learning can be carried out through MCQs, short and longer answer questions, as well application of knowledge to a novel scenario e.g. explaining why someone may learn criminal behaviour applied to a previously unseen source.

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Cooper and Mackie		http://www.ocr.org.uk/Images/308616-guide-to-core-studies-1.pdf	You be the teacher - activities and opportunities for students to apply their understanding of Cooper and Mackie	<p>Using the OCR Core studies guide divide students into a group of 4. Each member of the group makes notes on one of the following:</p> <ul style="list-style-type: none"> • Background, aims and hypothesis • Research method, sample and materials • Procedures • Key Findings <p>Each member then plays the role of 'teacher' and tells the other students about their part of the study. The 'students' ask questions and make notes on what the teacher tells them. The 'teacher' then writes 5 questions on their area and the others answer these.</p>	
			You be the teacher - follow up activity	<p>The whole class then makes notes on conclusions of the study and then completes statements without their notes e.g:</p> <p>There are measurable consequences of ____ and ____ video games on ____ behaviour.</p> <ul style="list-style-type: none"> • Playing aggressive video games increases ____ activity as well as the likelihood that they will subsequently play with ____ • ____ are not affected by playing video games. • Playing or observing video games does not affect boys' or girls' behaviour in relation to _____. • The effects of playing and observing video games are _____. 	
Cooper and Mackie – Activity 4.1			Evaluate Cooper and Mackie	Using research methods knowledge, students identify the research methods feature and then complete the table on the strengths and weaknesses of Cooper and Mackie's study.	Learner resource 4.1
Heaven –Activity 4.2			Read the Heaven study and answer questions	Using the OCR core studies guide (pages 10-12) http://www.ocr.org.uk/Images/308616-guide-to-core-studies-1.pdf or another source, answer the questions.	Learner resource 4.2

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
The evaluation game			Evaluate Heaven's study and compare to Cooper and Mackie	Using the criticisms of Cooper and Mackie's study in activity 4.1 compare Cooper and Mackie to Heaven's study. Which study has the most weaknesses/ Why is each one better than the other?	
Linking the studies to the theory			Link conclusions from Heaven's study to Eysenck's Theory and Cooper and Mackie's theory to Social Learning Theory	Write 2 paragraphs for each research study in terms of the extent to which they support/disagree with their associated theory. For example Heaven's study supports Eysenck's theory because...	

Application

- The role of rehabilitation in reducing criminal/anti-social behaviour; and increasing pro-social behaviour; including restorative justice; and the use of positive role models
- The effects of punishment and deterrents in reducing criminal/anti-social behaviour; including the use of prisons; community sentences; and fines.



General approaches:

The application section of Criminal Psychology requires learners to use their knowledge to explain ways to reduce criminal behaviour. When teaching punishments, a good general approach to take is to consider the importance of operant conditioning in that if a behaviour is punished then it is less likely to occur again in the future. While teaching the use of positive role models, links back to SLT can be made.

Common misconceptions or difficulties learners may have:

There are a number of misconceptions learners often have about Restorative Justice (RJ), it is important to understand that criminals voluntarily take part in RJ.

Learners may also assume that punishments such as prison will increase pro-social behaviour as well as reduce anti-social behaviour. This is not the case as the punishment is a consequence of the criminal behaviour and there is no consequence (reinforcement) to increase the chances of pro-social behaviour.

Conceptual links to other areas of the specification – useful ways to approach this topic to set learners up for topics later in the course:

Giving learners novel scenarios can help them apply their knowledge of content from any topic. For example, scenarios of criminal behaviour can be given and suggestions reducing criminal/anti-social behaviour; and increasing pro-social behaviour. It is important that it is emphasised to learners that answers should be contextualised by using content from the source, rather than just describing what they know.

When teaching punishments and rehabilitation strategies as ways to reduce anti-social/criminal behaviour a wide range of contexts can be used within teaching and learning. Different types of offences e.g. violent offences can be discussed as the context to explain how they can be addressed. Re-offending may not occur if punishment is given, but not if rehabilitation is provided, therefore context is important.

Assessment for learning can be carried out through MCQs, short and longer answer questions, as well application of knowledge to a novel scenario e.g. explaining the effects of punishment on criminal behaviour applied to a previously unseen source.

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Activity 5.1 Task 1			Task 1 – Introductory Activity - Group discussion – how do we deal with criminals?	Learners come up with suggestions which may include prison, community sentences, restorative justice, offending behaviour programmes, positive role models and even the death penalty. As a follow up activity, (depending on the size of the class) groups are given three posters for which they add details to on either – 1. Description of the strategies 2. Benefits of the strategies and 3. Costs of the strategies	Teacher resource 5.1
The Effects of Punishments and Deterrents			Applying behaviourism to reducing criminal behaviour	Using the principles of behavioural psychology, students should describe why prisons, community sentences and fines prevent reoffending and works as deterrents for the others. To include the key terms punishment, reinforcement, observation, imitation and vicarious learning in these descriptions.	
Activity 5.1 Task 2			Task 2 - Restorative Justice – Peter Woolf – The Woolf Within	https://www.youtube.com/watch?v=A1s6wKeGLQk can be used to demonstrate the effect of RJ. Whilst watching the video students can answer the questions: Describe the crime that took place. What impact did the crime have on the victim? What does Restorative Justice (RJ) involve? What costs/benefits are there for the victim and criminal in RJ? Outline statistics relating to the success of RJ. A recent article and short interview with Paul Kohler, who was a victim of crime and who talks about his experiences of RJ could be used to answer the same questions above. http://www.bbc.co.uk/news/uk-37239787	Teacher resource 5.1
The use of positive role models			From the articles learners describe the importance of Prison officers as role models	https://www.psychologytoday.com/blog/inside-the-criminal-mind/201304/role-models-and-choices	

Title	Organisation/ Company	Web link	Summary description	Additional description detail	Associated learner resources
Community Sentences			Watch YouTube clip and read the information on community sentences. Answer the questions	https://www.youtube.com/watch?v=Rekq8wsojO4 http://www.sentencingcouncil.org.uk/about-sentencing/types-of-sentence/community-sentences/ What is a community sentence? Why may it be appropriate to apply such as sentence?	
Activity 5.1 Task 3			<p>Task 3 – You Be the Judge!</p> <p>Case Number 1 A teenager has been brought to trial after attacking a man with a machete, in the town centre. The victim was slashed numerous times with the weapon and had to be treated in hospital. The 17 year old has been charged with carrying a machete and with grievous bodily harm. The teenager, who has never been in trouble with the police before denies the charges, although there are a number of eye witnesses. The accused’s solicitor says the teenager cannot recall the incident and has recently become homeless. <i>What is your verdict and why?</i></p> <p>Case Number 2 A 54 year old man, who initially denied committing a burglary has pleaded guilty in your court. The solicitor prosecuting stated that a tablet, jewellery and a small sum of money was taken and the defendant has been recorded on CCTV carrying a rucksack. When police officers searched the defendants home they found 1 item of jewellery that had been taken and the man was arrested. You have been informed that the defendant has 15 previous convictions for burglary and has served a number of years in prison and was on licence at the time of the offence. The defending solicitor has said that his client was just a look out and did not take an active part in the burglary. <i>What is your verdict and why?</i></p>	<p>Students read the two crime stories and identify what would be the most appropriate and least appropriate ways of dealing with these offending behaviours. As the judge, the students must explain the reasons for their sentences. This activity will allow students to apply their knowledge to real life cases. As a follow-up activity students could research news stories about criminal offences about gives verdicts on these. A mock trial could also be conducted.</p> <p>Explain that the following cases have been presented to you in court, you must decide the most appropriate sentence to pass. Learners must give reasons for their verdict, reasons for what they consider to be the most inappropriate way of dealing with the offending behaviour.</p>	Teacher resource 5.1



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OCR Resources: *the small print*

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