



Southmoor Academy
ASPIRE · ACHIEVE · ENJOY

GCSE

Psychology

Paper 1

Criminal Psychology



Name

Teacher

Structure of Content

In Paper 1 you will study four topics:

- **Criminal behaviour**
- **Development**
- **Psychological problems**
- **Research methods**

They are all structured in the same way. Each topic consists of:

- **Key concepts** (*key terms you need to know and understand*)
- **Theories** (*an explanation that you need to be able to describe & evaluate*)
- **Research studies** (*an experiment/piece of research you need to be able to describe & evaluate*)
- **Applications** (*a way in which the topic relates to/is used in real life*)

Topic Overview

Fill this table out as you go to summarise each section of the topic. At the end of the topic make sure all sections are filled.

Criminal Psychology	
Key concepts	
Theories	
Research studies	
Applications	



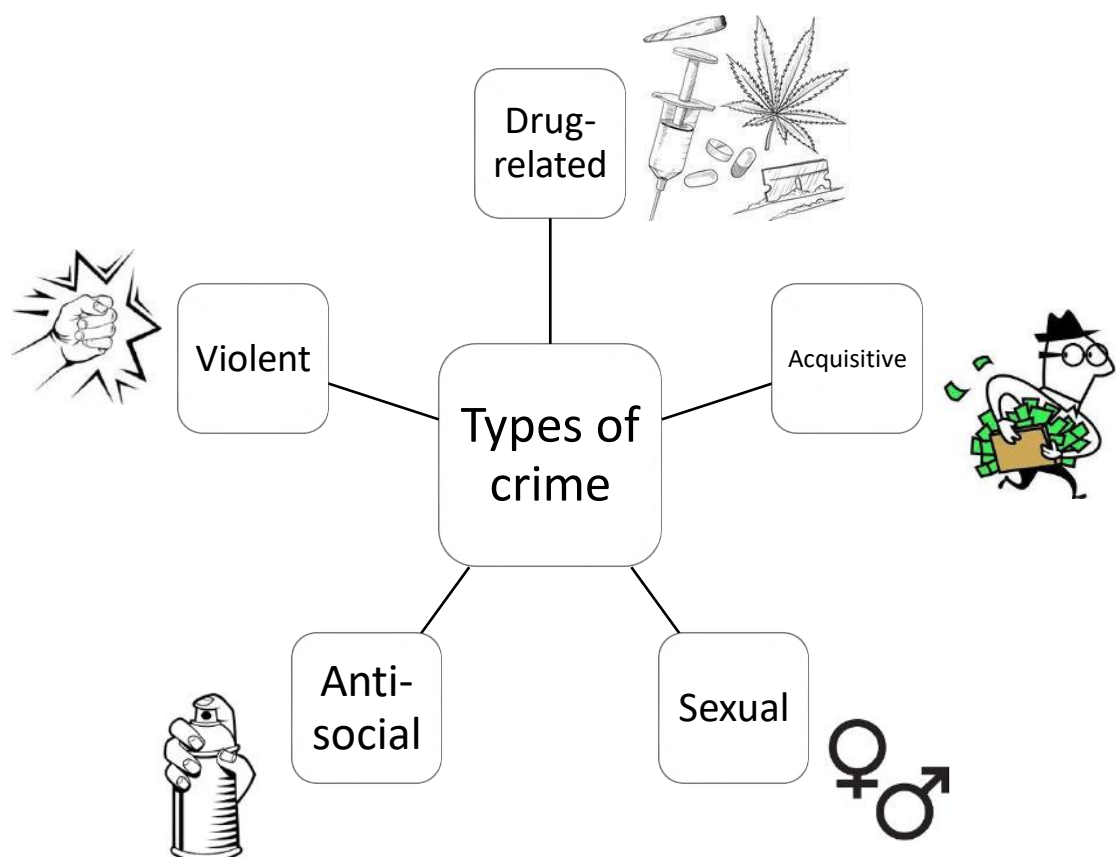
Key Concepts

What's on the specification?

- 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

Different types of crime

Crimes can range from minor crimes such as motoring offences, to serious crimes such as murder. Psychologists are generally more interested in serious crimes and what causes people to commit them. There are five types of crime you need to know:



- **Violent:**
- **Drug related:**
- **Acquisitive:**
- **Sexual:**
- **Anti-social:**

Look again at the 11 crimes you were given earlier. What type of crime which each of the offences be categorised as?

Rape	
Murder	
Supplying heroin	
Use of child pornography	
Burglary	
Fraud	
Possession of cannabis	
Graffiti	
Drunk and disorderly	
Physical assault	
Theft	
Urinating in public	

Crime as a social construct

Some people believe that the definition of a crime is **subjective** (based on personal opinion) rather than factual. This is the idea that crime is a **social construct**, meaning that societies determine what is considered criminal, often based on what is considered acceptable at that point in time.

A good example of how crime can be subjective is to look at how what is considered a 'crime' has changed over time or across different cultures. For example, homosexuality used to be a crime in Britain, but it is now not. This was determined by society and what people consider acceptable at the time.

Try and think of three other examples of crimes which have changed over time or which are considered crimes in some countries but not others:

-
-
-

As you can see, it can be difficult to define what a crime is. 'Crime' can differ between cultures and over time. What is considered a crime is normally based on norms in that country and at that time.

Norm =

Therefore, a deviation from norms (when behaviour goes against these standards) is usually labelled as a crime. For example, walking around naked in public breaks norms and is therefore considered a criminal offence, called 'indecent exposure'.

For each of the crimes we looked at previously, decide how far you agree that the crime is a social construct, as opposed to something which is objectively (based on fact) unacceptable:

- Rape
- Murder
- Supplying heroin
- Use of child pornography
- Burglary
- Fraud
- Possession of cannabis
- Graffiti
- Drunk and disorderly
- Physical assault
- Theft
- Urinating in public

How crime is measured

How does society measure the extent of different types of crimes? Which crimes are most common and where?

Official statistics are collected by the government and are based on crimes that have been reported to police forces.



In June 2017

75

crimes were reported in this neighbourhood.

[Explore the crime map](#)

What do you think the problem is with relying on crimes that are reported to the police?
Write down 3 reasons why people may not report crimes.

There are a number of problems associated with official crime statistics that might mean they are not always entirely truthful or representative of how much crime actually occurs. Therefore, police also use **self-report surveys** to uncover the 'dark figure' of crime. This is where convicted criminals are asked about other crimes they have committed. Another alternative is to use victim surveys, where people can reveal crimes they have experienced even if they did not report them to the police.



Social Learning Theory suggests that we **learn from others**.

We will look at how criminal behaviour may be learnt from the people around us through **observing** and **imitating** them.

This might explain why criminal behaviour seems to run in families – children may observe and imitate the criminal behaviour of their parents and siblings.



There are different processes involved in social learning, shown in the table below.

Complete the table by defining each process.

Key term	Definition	Example
Role model		<i>Ben has an older brother who he admires</i>
Identification		<i>Ben looks up to his older brother and wants to be like him</i>
Observation		<i>Ben watches his older brother steal from a shop</i>
Imitation		<i>Ben copies this and steals something the next time they go in town</i>
Vicarious reinforcement		<i>Ben saw his older brother with lots of new clothes that he has stolen which made him want to steal things too</i>
Direct reinforcement		<i>Ben's brother praises him for not getting caught which makes Ben feel good</i>
Internalisation		<i>Ben and his brother start to steal things every time they go in town. Now Ben can't go in a shop without taking something.</i>
Consequences		<i>One time, Ben got caught. He was given a caution by the police but it didn't stop him stealing</i>

Read the paragraph below, then highlight and label the following:

- The role model
- The behaviour that has been observed and imitated
- The example of vicarious reinforcement
- The example of direct reinforcement

Alex is 16 lives with his parents and younger sister. He has always looked up to his Dad and wanted to be just like him. Alex's dad has been in and out of prison since Alex was a baby, for drug related crimes. Alex has seen the status that this gave his Dad – people in the neighbourhood were scared of him and Alex admired this. Recently, Alex has started selling drugs around where they live. His Mum is upset about this but Alex carries on because he makes good money.

Criticisms of Social Learning Theory

Some psychologists have criticised this theory. Read the criticisms below and match each point to the elaboration that matches it. The first one is done for you:

<p>The theory does not explain how criminal behaviour starts in the first place</p>	<p>If criminal behaviour is strengthened through reinforcement, then it should be reduce by receiving punishment and seeing others being punished. However, many people still commit crimes despite the consequences. This might suggest it is in their nature to be criminal; it is something that cannot be changed and therefore was not learned</p>
<p>The theory does not account for people who turn to crime, even though they have not been exposed to criminal role models</p>	<p>Some psychologists have argued that there is a 'criminal gene', and that without an inherited tendency to commit crime, people cannot learn to be criminals. It might be that nature <i>and</i> nurture might have to interact before someone becomes a criminal</p>
<p>If Social Learning Theory is correct, it should be easier to reduce crime</p>	<p>Evidence shows that there are some people from law-abiding families with good upbringings who unexpectedly commit crimes. In some cases, this might be explained by biology – some of these offenders may have parts of the brain that do not function normally</p>
<p>Social Learning Theory only focuses on the role of nurture, ignoring the role of nature in explaining criminal behaviour</p>	<p>Even if each generation of criminals have learned their behaviour from the previous generation, there has to be a point at which criminal behaviour first began. Social Learning Theory does not tell us about the origins of criminal behaviour</p>



Social Learning Research Study: Cooper & Mackie (1986) – a study into the transmission of aggression through imitation and aggressive models

Key details:

The two IVs were:

-
-

Sample:

Type of experiment:

Design:

Which two ways were data collected?

-
-

How was the study made more ethical?

The three games:

-
-
-

The four toys:

-
-
-
-

Which game caused the most aggressive play for girls?

What was concluded about boys?

Sequence of events:

1	2
Participants completed a questionnaire	Participants were allocated to one of the three games
3	4
Participants either observed or played the game	Participants were sent to the toy room
5	6
Interpersonal aggression test	Questionnaire

However, the way this study was carried out has been criticised.

Criticisms of Cooper & Mackie's study:

When you criticise a study, you need to draw on your **research methods** knowledge. This way you can look for problems with the way the study was conducted.



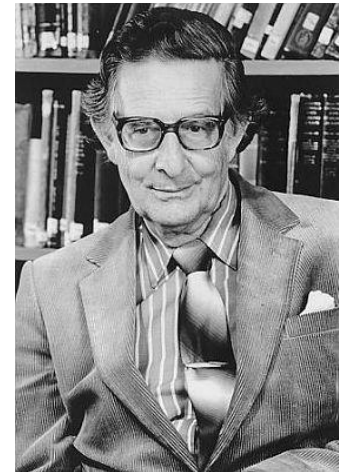
Eysenck's Criminal Personality Theories and the Biological Basis of Personality

*In contrast to the Social Learning Theory, Eysenck's Criminal Personality Theories view criminal behaviour as being more **fixed**. He suggested that the impulse to behave in a criminal manner is something people are born with.*

Hans Eysenck was a psychologist interested in personality. Eysenck's personality theory identified three personality traits. He believed that we are all born with these traits but to varying degrees, based on genetics.

1. What is the criminal personality?

These three personality traits are **extraversion**, **neuroticism**, and **psychoticism**.

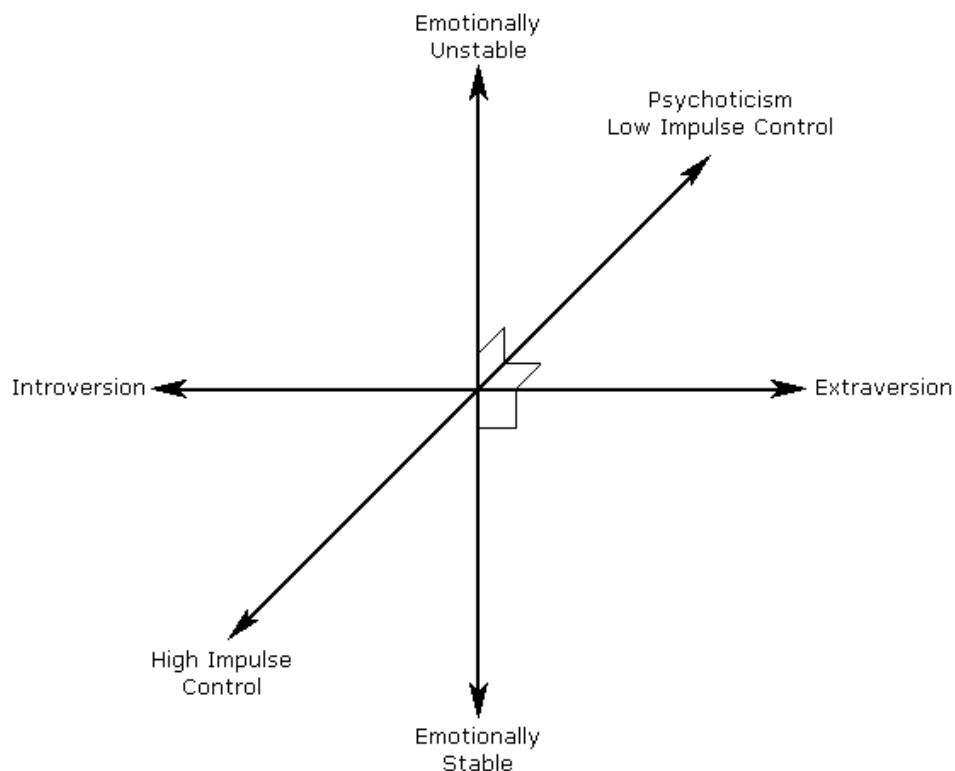


Extraversion:

Neuroticism:

Psychoticism:

According to Eysenck, individuals with a **criminal personality** are those who score highly on each of the three personality traits above. For example, a neurotic extrovert is more likely to be a criminal than a stable introvert.



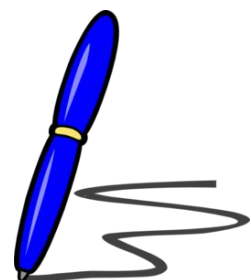
2. How do these traits cause criminal behaviour?

Use pages 14 and 15 in the textbook to complete the following table then give your own example:

Trait	How is this linked to criminal behaviour?	Name a specific crime that could be linked to this trait
Extraversion		<i>Stealing cars and joyriding</i>
Neuroticism		
Psychoticism	<i>Criminals tend to be psychotics because the characteristics of these people are directly related to crime.</i>	

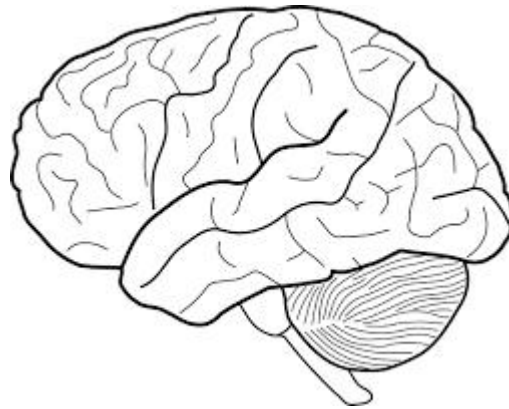
Another way that extraversion and neuroticism can cause criminal behaviour is because of the way they affect **learning**. Eysenck argued that high levels of extraversion and neuroticism make children more difficult to condition. **This means that they do not readily learn to associate anti-social behaviour with negative outcomes.** This means they are more likely to commit these acts. On the other hand, a stable introvert would learn this association and avoid committing crimes in the future.

*Study tip: A good way to remember these three traits is to remember the acronym **PEN** (psychoticism, extraversion, neuroticism)*



Why do some people have high levels of neuroticism?

The **autonomic nervous system** is the system responsible for unconscious control of the body's internal organs. Part of the autonomic nervous system is a group of areas called the **limbic system**.

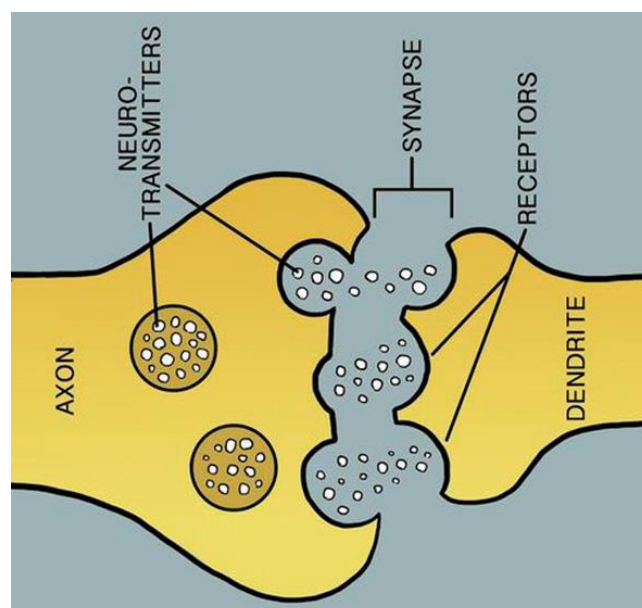


The limbic system is a neural network that controls **emotional expression**. This area becomes over-aroused in neurotics, leading to higher levels of violence (a behaviour under the control of the limbic system).

Why do some people have high levels of psychoticism?

Psychoticism is thought to be caused by too much **dopamine** in the brain. This leads to less inhibition in the brain during synaptic transmission.

Annotate the diagram below to show what happens in synaptic transmission when there is excess dopamine:



However, not all psychologists agree with Eysenck's ideas.

Criticisms of Eysenck's theory of the criminal personality:

Study tip: When writing criticisms of a theory or study, you will get more marks if you write it in a PEE format.

Point State the criticism

Example "For example..." "On the other hand..." "It may be that..."

Explain This means..." "This is because..."

Use page 16 in the textbook to complete two more PEE paragraphs criticising Eysenck's theory. The first two are done for you to show you how this should be done:

P One criticism of Eysenck's theory is that it ignores individual differences.

E For example, Eysenck's theory tries to 'lump together' neurotic extroverts and assumes they all have similar reasons for turning to crime.

E This means that it assumes everyone is the same, when actually people are unique.

P Another criticism of the theory is that it seems unlikely that all criminals will have the same personality.

E For example it suggests that someone who spontaneously robs a bank has the same personality as someone who carefully plans to defraud people.

E On the other hand, Eysenck did later say that violent criminals may be more stable than other criminals, questioning his own theory and explanatory power.

P A further criticism is that Eysenck's theory is too deterministic

E

E

P A final criticism is that Eysenck's theory does not focus enough on nurture

E

E



Criminal Personality Research Study: Heaven (1996) – a study into delinquency, extraversion, psychoticism and self-esteem

1. Name and describe the 3 personality traits investigated in this study.

2. What was the aim of the study?

3. What were the two reasons that self-esteem was measured?

4. What was the alternative hypothesis?

5. Re-write this as a null hypothesis.

6. Why is this study known as a longitudinal study?

7. How was data gathered?

8. Who were the participants?

9. What is good and bad about the sample?

10. How was the study ethical?

11. What gender differences were found?

12. What is a correlation?

13. What did psychoticism correlate with?

14. What does extraversion correlate with?

15. What were results in relation to self-esteem?

16. How do the results support Eysenck's theory?

17. How do the results go against Eysenck's theory?

18. What else could cause criminal behaviour?

However, the way this study was carried out has been criticised.

Criticisms of Heaven's study:

- Use of self reports

- Use of correlations

- Sample

- Ethics

- Validity



Application: The changing nature of punishment

What's on the specification?

- 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.

When looking at Social Learning Theory earlier on in this topic, we considered the idea that criminal behaviour can be reinforced because it is rewarding. In contrast, if criminal behaviour is punished then this should reduce the chance of it happening again – people generally want to avoid negative outcomes.

Punishment	Description

These can also act as a **deterrent** to others – many people do not commit crimes in the first place because they want to avoid the negative consequences that they have seen others suffer. This can be seen in Social Learning Theory; if people imitate what they have seen being rewarded (vicarious reinforcement), then it makes sense that they will not want to imitate a behaviour that they have seen being punished.

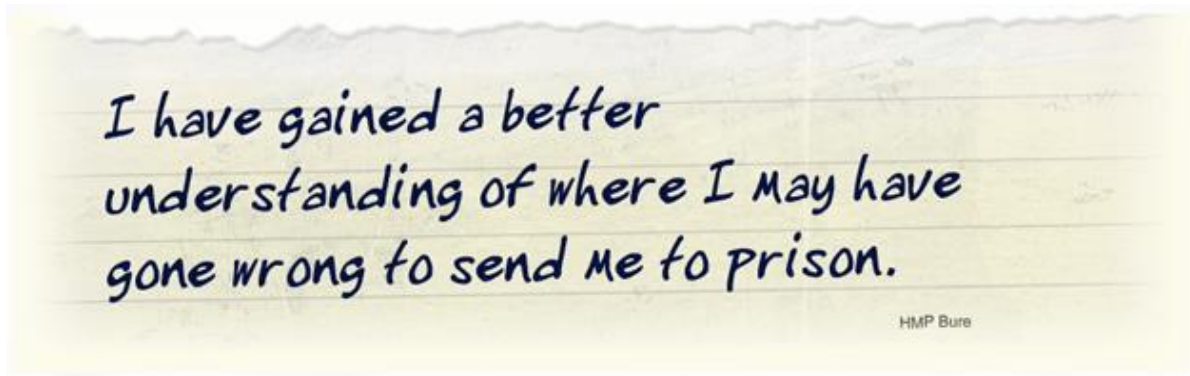
Psychologists were among the first to acknowledge that punishing offenders is not enough in itself to reduce crime. Offenders may need to unlearn their criminal ways, and learn how they should behave instead. This is the idea behind rehabilitation.

Define rehabilitation:

.....

.....

.....

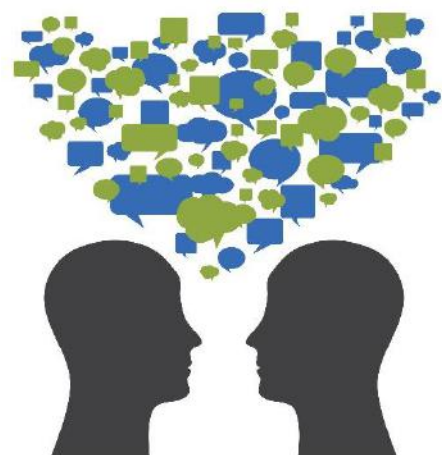


Rehabilitation aims to promote pro-social rather than anti-social behaviour. One way of doing this is a method called **restorative justice**.

Watch the clip and write down what you think restorative justice involves:

How it works:

-
-
-
-



Another way of rehabilitating offenders is through the use of **positive role models**. Offenders need to be able to observe others behaving in a pro-social way, so that they have something to imitate. They need to see the behaviour as rewarding and also need to believe that they can be 'good citizens'. Sometimes these role models are called mentors, and are matched with the offenders so that they are likely to identify with them. They will demonstrate how to better deal with difficult situations and then get offenders to role play this.

Task: Read the article below and highlight any words/phrases/paragraphs that relate to Social Learning Theory

'Mentoring is what young men crave without realising it'

A Band of Brothers shows disenfranchised youths a way to become better men – and make a better life for themselves and their families

Saturday 28 June 2014

Being a man means being responsible, respecting other people, making a contribution to the community ... and ..." Dave, 28, hesitates for a couple of seconds and looks down at the little girl smiling broadly beside him: "Most of all, it means being a good father," he says. The girl is his daughter Susie, nine. She's tugging at my sleeve excitedly. "Excuse me, can I say something?" she says. "I just want to say I'm proud of my dad. I'm really proud he's my dad."

The most important role anyone can take on is to be a parent. Poor parenting can have devastating consequences, especially in relation to fathers and sons. Dave admits he didn't always feel able to be a good father to Susie. "I had a major trauma that I'd rather not talk about when I was little," he explains, "but it affected my whole life, shaped my whole life with depression, anger and violence. It turned me against everyone, even against myself."

He doesn't want to talk about his relationship with his own father. Early adulthood drew him into a long spiral of alcohol and drug abuse, he says, which eventually led to prison. It was a probation officer who referred him to the Brighton-based mentoring charity [A Band of Brothers](#). After taking part in their mentoring programme, Dave explains that he now feels confident to be a good father and a decent man. Looking at his daughter he says he really feels that he has a future worth living for. "The Band of Brothers has given me more self-belief than I've ever had in my life," he says.

Since it was founded five years ago, A Band of Brothers has helped to transform the lives of more than 50 young men in Brighton and the surrounding areas. Recording an 80% reduction in reoffending among participants with previous criminal convictions, the success rate is remarkable – and, so far, 75% of men who began the programme without a job have subsequently found work. Currently it has more than 100 mentors at its disposal and more than 100 on the waiting list – all are volunteers

from the local community, and range from professionals, tradesmen, business owners, actors and life coaches. Many are fathers.

Nathan Roberts, who co-founded the charity along with a psychotherapist and a leadership development consultant specialising in drama, explains its aims. "The work we are doing here is first of all about how we identify the key things that have wounded us in life. To get there, it takes a lot of patience and trust. That's what our mentors provide. Our job is to teach by example, by actions – not just to tell, but to encourage, to explain and to stand side by side with the young men we are guiding into manhood.

"I believe that for all of us as human beings, the most powerful of what we learn is what we see modelled. Whatever we are seeing as we grow up constructs our world view and is a major decider in how we embrace our own way of being. How can I act in a way and be in a way that is socially most appropriate if I have never seen it modelled? Positive role models are crucial." Roberts has been involved in men's work since 2002 and, over the past 14 years, has worked with youth charities such as [Youth at Risk](#), [Raleigh International](#) and the [Tutu Foundation](#). He explains his motivation: "As a boy, I struggled to find my own role models and felt quite disconnected from older men. I still feel the pain of my troubled teenage years."

Chatting with a group of graduate mentees later is as uplifting as it is moving. Colin is 19 and tells me that now he's been through the programme he wants to be a mentor. "Not everyone gets an opportunity like this to change," he says. "I was never a man of my word, I breached curfew orders and went to prison. I saw a poster for this when I was in a hostel. It said they climbed mountains and I really needed to climb a mountain. My father died when I was 14, then my grandad died. I started to fight against the world, thieving out of shops, I felt like everyone was against me. I found it hard to speak to anyone and I would hide my emotions from people who knew me. But now it's different. Day in and day out I would trust any of the older guys here with my life."

Kieron is 22 and has also been to prison. "This has shown me how to live a proper life," he says. "And it's not just the mentors who help us – we help each other." Colin agrees: "The number of people I've seen here helping one another is amazing. I got my mate Reece to come along, then Preston and Craig. None of us here are the same – we're a band of brothers, but we've got our own unique problems. We work it out and find our own answers together."

<https://www.youtube.com/watch?v=VvAU0r2psLA>

Glossary

Violent offences	
Drug related offences	
Acquisitive offences	
Sexual offences	
Anti-social offences	
Subjectivity	
Social construct	
Deviation from norms	
Social Learning Theory	
Role model	
Identification	
Observation	
Imitation	
Vicarious reinforcement	

Direct reinforcement	
Internalisation	
Consequences	
Nature	
Nurture	
Criminal personality	
Genetic inheritance	
Extraversion	
Neuroticism	
Psychoticism	
Biological	
Central nervous system	
Reticular activation system	
Cerebral cortex	
Dopamine reward system	

Autonomic nervous system	
Limbic system	
Dopaminergic neurons	
Synaptic transmission	
Conditioning	
Early socialisation	
Delinquency	
Cross-sectional study	
Longitudinal study	
Self-esteem	
Punishment	
Deterrent	
Rehabilitation	
Pro-social behaviour	
Restorative justice	

