



Pearson BTEC Level 3 Nationals in Forensic and Criminal Investigation

Sample Assessment Materials

Unit 7: Applications of Criminal and Forensic Psychology

For use with Extended Diploma

Version 1.3

Edexcel, BTEC and LCCI qualifications

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

These draft sample assessment materials show you our proposed approach to the external assessments. During the DfE approval process, we may be asked to make changes to any aspect of the qualification including content, assessments or first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:

- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the sample assessment materials.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

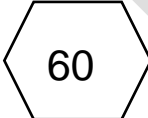
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Write your name here

Surname	Other names
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Centre Number	Learner Registration Number
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Pearson BTEC Level 3 Nationals	
<h1>Forensic and Criminal Investigation</h1> <p>Set task: Applications of Criminal and Forensic Psychology</p>	Level 3
	Total Marks  60
	Supervised hours 3
	Extended Diploma
<p>This booklet contains material for the completion of the set task under supervised conditions.</p> <p>This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task.</p> <p>This booklet should be kept securely until the start of the 3 hour supervised assessment period. This set task should be undertaken in a session timetabled by Pearson.</p>	

<Insert Specification Image>

Paper Reference (s)
XXXX/XX
PXXXXXA

Instructions to Teachers/Tutors and/or Invigilators

Centres must issue this booklet at the appropriate time and advise learners of the timetabled session.

All learner work must be completed independently and authenticated before being submitted to Pearson by the teacher/tutor.

Learners are advised to spend 30 minutes reading through the stimulus material in the set task and annotate the material if they wish to do so.

Learners are required to use the stimulus material to complete the activities.

Learners must complete the set task using this task booklet.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials
- All work must be completed independently by the learner
- Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During supervised assessment session, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- Only permitted materials for the set task can be brought into the supervised environment.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment period.

After the session the teacher/tutor will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the preparatory period is conducted correctly so that learners have completed their preparation validly and independently.

Outcomes for Submission

This task booklet should be submitted to Pearson
Each learner must complete an authentication sheet.

Instructions for Learners

Read the set task information carefully.

You are advised to spend 30 minutes reading through all the stimulus material in the set task carefully.

You are required to use the stimulus material to complete the activities in the set task.

You may annotate the stimulus material before you attempt the activities.

Plan your time carefully to allow for the completion of all the activities.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You are not permitted to have access to a computer.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

Outcomes for Submission

You will need to submit the following items:

- This completed booklet
- Authentication sheet.

Set Task information

Forensic psychologists offer explanations for why an offender may commit a crime to other professionals in the Criminal Justice System and recommend treatment programmes to change offender behaviour. Forensic psychologists may also, on occasions, work closely with the police to help them create offender profiles to help narrow down the number of potential suspects.

Activity 1: Explaining James's behavior. You should spend 50 minutes on this activity. Use case study 1 and the table showing Testosterone release in young males to complete this activity.

Activity 2: Treatment programme to change future behavior. You should spend 50 minutes on this activity. Use case study 1 to complete this activity.

Activity 3a: Offender profile. You should spend 30 minutes on this activity. Use case study 2 to complete this activity.

Activity 3b: Assessment of the offender profile. You should spend 20 minutes on this activity.

Set Task

You must complete ALL activities within the set task.

Please do not write answers outside the spaces provided below.

Use case study 1 and the information on testosterone levels to complete activity 1 and 2.

Case study 1

Robbery and assault under the influence of alcohol

James is 18 years old and was arrested recently by the police and charged with assault and robbery, following a late night out with some of his closest friends. He had been drinking heavily when he started an argument with another young man outside a nightclub.

This argument quickly escalated and developed into a serious fight, where James hit the victim a number of times on the head. The victim fell to the floor unconscious. James then stole a number of the victim's personal belongings including his money and his mobile phone.

James often goes out with his friends and this is not the first time he has ended up in a dispute with another person. He also has a history of theft.

During the fight James became more aggressive than his friends had ever seen before. They tried to intervene and stop the fight but he ignored them and carried on hitting the victim.

James's closest friends reported to the police that he had recently started to spend more time with a new group of friends and that they had not seen as much of him as they usually did. On this evening, James had spent little time with his closest friends after they had arrived at the night club.

Witnesses who observed events stated that the assault was totally unprovoked.

This is not the first time James has offended. He comes from a large family and many family members have been involved with the criminal justice system. James's older brother is currently serving a custodial sentence for assault.

James left school at 16 years old with very few qualifications and recently enrolled on an apprenticeship programme. His attendance has been poor and he has found the work difficult.

Testosterone release in young males

Age	Testosterone (T) Level (ng/dL)
10–11 years	less than 7–130
12–13 years	less than 7–800
14 years	less than 7–1200
15–16 years	less than 100–1200
17–18 years	less than 300–1200
19+	less than 240–950

Source: <http://www.healthline.com/health/low-testosterone/testosterone-levels-by-age#Adolescence3>

Use case study 2 to complete activity 3

Case study 2

Serial arsonist(s) and thief strike again!

Police are investigating the fifth in a series of arson attacks in a busy city in a six-month period. Retail outlets have been targeted, fires started and consumer items stolen. None of the shops involved have had overnight security staff, and there initially seemed to be no particular pattern in the type of shop selected. In most cases, the emergency services have been able to put out the fires before any significant damage was done to the properties concerned, allowing the police to investigate the crime scene and collect vital evidence.

The latest arson attack involved the largest shop so far, and significant damage was done to the property. The shop is in the centre of town, selling mainly electrical items, and on this occasion a large number of tablets were stolen.

The shops that have been attacked are all within a two-mile radius of each other. The attacks have all taken place in the early hours of Saturday morning between 2 a.m. and 4 a.m.

The first arson attack happened in October 2015. The shop was a small newsagent and local convenience store. It was in a very quiet part of town. Very few items were stolen on this occasion; mainly money and everyday consumables.

Since then, the attacks have happened to increasingly larger properties.

There has been very little eyewitness evidence from the crime scenes. During one of the arson attacks, a group of young people waiting for a taxi home after a night out clubbing reported seeing two people running away quickly from a shop, and then a few moments later they noticed fire and smoke coming from the premises. These witnesses called the emergency services. The witnesses said the people were running with a number of bags in their hands and over their shoulders. They found it impossible to give a more detailed account about the two people they saw.

Very little crime scene evidence has been left behind in the five arson attacks. Police have found cigarette butts and empty alcohol bottles at all of the crime scenes. The method of gaining entry to the premises is consistent – the offenders remove small windows to gain access in places that are out of direct public view. The crime scene evidence highlights the fact that all the arson attacks were started using very basic methods.

Activity 3a

Complete the offender profile template using the information given in **case study 2**. Consider at least **six** features you would highlight as being significant.

You should spend 30 minutes on this activity

(Total for Activity 3 = 12 MARKS)

Profiling Feature:

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Evidence from the case study:

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Profiling Feature:

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Evidence from the case study:

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Profiling Feature:

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Evidence from the case study:

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Profiling Feature:

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Evidence from the case study:

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Profiling Feature:

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Evidence from the case study:

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Unit 7: Applications of Criminal and Forensic Psychology - Sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Apply different psychological approaches that can be used to explain human behaviour.	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of psychological approaches, with limited links made between approaches and the case study. 	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of psychological approaches, with some logical links and connections made to the case study. 	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of Psychological approaches, with sustained links and logical connections made to the case study. 	<ul style="list-style-type: none"> • Demonstrates comprehensive and accurate knowledge and understanding of psychological approaches, with sustained and comprehensive links made to the case study.
		<ul style="list-style-type: none"> • Limited or no reference made to named psychological studies. • Limited attempt to interpret and consider how the data/ information can be used as supporting evidence. • A one-sided argument that provides limited synthesis of understanding. 	<ul style="list-style-type: none"> • Reference is made to named psychological studies, with attempts to draw links and support the statements being made. • Attempts to interpret the data/ information, demonstrating some awareness of how it relates to the case study. • An argument that synthesises some relevant understanding, but not entirely coherently. 	<ul style="list-style-type: none"> • Reference is made to named psychological studies, leading to judgements that are supported by evidence occasionally. • Interprets the data/ information, making some links with how it can be used as additional supporting evidence. • An argument that synthesises mostly relevant understanding coherently. 	<ul style="list-style-type: none"> • Reference is made to the named psychological studies, leading to fully supported judgements. • A detailed interpretation of the data/information is present, with consistent links on how the supplementary information can be used as additional supporting evidence. • A well-developed argument, that consistently synthesises relevant understanding coherently.

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Apply treatment approaches used by forensic psychologists to novel scenarios to potentially change future behaviours.	0	1-5	6-10	11-15	16-20
	No rewardable material	<ul style="list-style-type: none"> • Demonstrates isolated elements of knowledge and understanding of principles behind the psychological treatment programme. • Provides a basic description of the treatment programme which is generic. • Limited or no reference made to a named study. • The potential effectiveness of the treatment programme is identified. 	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of principles behind the psychological treatment programme. • Provides a justification for the selection of appropriate treatment programme, showing relevance to the case study. • Reference is made to a named study with attempts to draw links and support the statements being made. • The potential effectiveness of the treatment programme are described, with attempts made to link it back to the case study. 	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of principles behind the psychological treatment programme. • Provides a detailed justification for treatment programme selected, showing clear relevance to the case study; recommendations may be prioritised. • Reference is made to a named study leading to statements that are supported by evidence occasionally. • The potential effectiveness of the treatment programme is described, which is occasionally linked back to the case study. 	<ul style="list-style-type: none"> • Demonstrates comprehensive and accurate knowledge and understanding of principles behind the psychological treatment programme. • Provides a detailed justification for the treatment programme selected, showing clear application to the scenario; recommendations likely to be prioritised. • Reference is made to a named study leading to fully supported statements. • The potential effectiveness of the treatment programme is described in detail, which is consistently linked back to the case study.

Activity 3a

Assessment focus	Band 0	Band 1	Band 2	Band 3
Create an Offender profile.	0	1-4	5-8	9-12
	No rewardable material	<ul style="list-style-type: none"> • Feature(s) are identified but descriptions are vague. • Limited analysis/evaluation of evidence from the scenarios to support the features identified. 	<ul style="list-style-type: none"> • Features identified are mostly relevant and descriptions are given. • Provides occasional evidence from the analysis/evaluation of the case study and attempts to synthesise and integrate relevant knowledge. 	<ul style="list-style-type: none"> • Relevant features are identified descriptions are given. • Consistently provides evidence from the analysis/evaluation of the case study and demonstrates throughout the skills of synthesising and integrating relevant knowledge.

Activity 3b

Assessment focus	Band 0	Band 1	Band 2	Band 3
Assessment of the use of offender profiling.	0	1-2	3-5	6-8
	No rewardable material	<ul style="list-style-type: none"> Provides little evidence of application and links between offender profile created and its usefulness to the police. Assessment likely to consist of basic description of information. Judgements on significance may be presented, but are likely to be generic assertions rather than supported by evidence. 	<ul style="list-style-type: none"> Evidence of application demonstrating some linkages and interrelationships between offender profile created and its usefulness to the police, leading to a judgement/judgements being made. Assessment is presented leading to judgements on significance but some may be lacking support. 	<ul style="list-style-type: none"> Evidences thorough application containing linkages and interrelationships between offender profile created and its usefulness to the police leading to a judgement/judgements being made Displays a well-developed and balanced assessment leading to rationalised judgements on significance.