



Knowledge Organiser: Year 13

Psychology; FORENSICS

OFFENDER PROFILING

TOP DOWN APPROACH:

- Builds together a profile of the potential criminal based on the crime scene
- Offender is split into either an organised criminal or a disorganised criminal

EVALUATION:

- It only applies to particular crimes
- The classification is too simplistic

BOTTOM UP APPROACH:

- Profile emerges from the analysis of the crime scene
- Uses investigative psychology and geographical profiling

EVALUATION:

- + Supportive evidence for geographical profiling
- Mixed results

BIOLOGICAL EXPLANATIONS – NEURAL AND

GENETIC

GENETIC:

- MAOA and CDH13 genes have been shown to have an involvement in aggressive behaviour and criminality

NEURAL:

- Less grey matter in the prefrontal cortex of criminals
- Use of mirror neurons

EVALUATION:

- + Support for diathesis-stress model for criminality
- Biological reductionism

1

BIOLOGICAL EXPLANATIONS - ATAVISTIC

FORM

2

Lombroso stated that criminals were genetic throwbacks who cannot cope with everyday life

ATAVISTIC FEATURES:

- Strong jaw, high cheekbones, asymmetrical face

EVALUATION:

- + Contributions to criminality
- Possible scientific racism

PSYCHOLOGICAL EXPLANATIONS

EYSENCK'S THEORY:

- Stated that our personality was the reason for criminal behaviour
- Individuals who were highly psychotic, extrovert and neurotic are more likely to become a criminal

EVALUATION:

- There's mixed evidence
- Culturally bias

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COGNITIVE EXPLANATION:

- Lower levels of moral reasoning
- Hostile attribution bias
- Minimalization

EVALUATION:

- + Evidence for the levels of moral reasoning
- There are issues with individual differences

PSYCHOLOGICAL EXPLANATIONS

5

DIFFERENTIAL ASSOCIATION THEORY:

- Sutherland – behaviour is learnt from significant others
- If they have a prosocial attitude towards crime, then that will be learnt

EVALUATION:

- + This explanation has good explanatory power
- Difficult to test

PSYCHODYNAMIC EXPLANATION:

- An inadequate superego can lead to criminal behaviour
- The maternal deprivation hypothesis.

EVALUATION:

- Gender bias rooted in the explanation
- There is contradictory evidence

Leave blank to allow students to glue.



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DEALING WITH OFFENDING BEHAVIOUR	6	DEALING WITH OFFENDING BEHAVIOUR	7
<p>CUSTODIAL SENTENCING:</p> <ul style="list-style-type: none">• The aims of custodial sentencing are – deterrence, incapacitation, retribution, rehabilitation• There are psychological impacts of custodial sentencing <p>EVALUATION:</p> <ul style="list-style-type: none">+ There is evidence to support the psychological effects- There are individual differences <p>ANGER MANAGEMENT:</p> <ul style="list-style-type: none">• There are 3 stages – cognitive preparation, skill acquisition, application practice• There are positive outcomes <p>EVALUATION:</p> <ul style="list-style-type: none">+ It is an eclectic approach to managing behaviour- There is limited long-term effectiveness		<p>BEHAVIOUR MODIFICATION:</p> <ul style="list-style-type: none">• Uses operant conditioning principles• Token economies – token and reward given for positive behaviours <p>EVALUATION:</p> <ul style="list-style-type: none">+ This method is easy to implement- There are ethical issues associated with token economies <p>RESTORATIVE JUSTICE:</p> <ul style="list-style-type: none">• Focuses on the needs of the individual• Supervised meeting between offender and victim• Focuses on positive change and active involvement <p>EVALUATION:</p> <ul style="list-style-type: none">+ Diversity of programmes- Relies on the offender showing remorse	

Leave blank to allow students to glue.



- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

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