

1. Proficiency scale - eyewitness testimony

Edexcel specification references: 6.1.7 (Factors influencing eye-witness testimony)
 6.2.1 (Research methods used to assess EWT)
 6.2.3 (Issues of reliability, validity etc.)
 6.2.5 (Ethical issues - BPS Guidelines)
 6.3.1 (Classic study: Loftus & Palmer, 1974)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate post event information and weapon focus as influences on witness accuracy, addressing issues including <i>whether</i> the accuracy of real witnesses is affected; <i>why</i> witness accuracy is affected; and <i>which factors</i> are important. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing an essay discussing a statement about witness accuracy made by an appeal-court judge).</p> <p>4.2 Evaluate the study by Loftus and Palmer (1974) in relation to (1) its methodology (objectivity, reliability, internal validity, generalisability, credibility); (2) practical applications; and (3) ethics.</p> <p>4.3 Use ideas about witness testimony to explain unfamiliar witness scenarios, including justification based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain how and why post-event information affects witness accuracy, including reference to reconstructive memory and schema theory.</p> <p>3.2 Explain how and why weapon focus affects witness accuracy, including reference to the roles of arousal, novelty and threat.</p> <p>3.3 Analyse unfamiliar situations in terms of factors that may affect witness accuracy. Compare situations where testimony was inaccurate and those where testimony was accurate.</p> <p>3.4 Explain conclusions from studies of witness accuracy. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used (lab and field experiments) where appropriate.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>eyewitness testimony, post-event information, weapon focus, storage/retrieval failure, reconstructive error, schema-driven error, source monitoring error</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe the typical effects of post-event information and weapon focus accuracy of testimony. • Describe research studies of post-event information (must include Loftus & Palmer, 1974) and weapon focus, including laboratory and field experiments of witness accuracy.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

2. Proficiency Scale - interviewing witnesses and suspects

Edexcel specification references: 6.1.3 (Cognitive and ethical interviews)
 6.2.3 (Issues of reliability, validity etc.)
 6.2.5 (Ethical guidelines inc. BPS and HCPC)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate cognitive and ethical interviewing by comparing their relative strengths and weaknesses with the standard police interview, justifying their judgements with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing a legal argument for use in a criminal trial where the interview procedure used by an investigating police officer is at issue).</p> <p>4.3 Use ideas about cognitive and ethical interviewing to analyse unfamiliar witness scenarios, including justification of claims based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain why the features of cognitive interviewing may increase the quantity and accuracy of witness information, including reference to relevant theories of memory.</p> <p>3.2 Explain why the features of ethical interviewing may increase the likelihood that a suspect will confess, including reference to relevant social psychological theories.</p> <p>3.3 Analyse unfamiliar situations in terms of how witnesses/suspects were interviewed. Compare standard, cognitive and ethical issues in terms of their practical, ethical and legal implications.</p> <p>3.4 Explain conclusions from studies of cognitive and ethical interviewing. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>standard police interview, cognitive interview, ethical interview, PEACE</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> ● Describe the 'standard police interview'. ● Describe cognitive interviewing, including specific techniques/features. ● Describe ethical interviewing, including specific techniques/features. ● Describe research studies of cognitive and ethical interviewing.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

3. Proficiency Scale - jury decision-making

Edexcel specification references: 6.1.8 (Jury decision making)
 6.2.3 (Issues of reliability, validity etc.)
 6.2.5 (Ethical issues - BPS Guidelines)
 6.4.1 (One key issues of relevance to society)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate defendant characteristics and pre-trial publicity influences on jury decisions, addressing issues including <i>whether</i> decisions are affected; <i>why</i> decisions are affected; and <i>which factors</i> are important. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing an essay debating the proposition that jury trials should be abandoned and other methods used to determine guilt or innocence).</p> <p>4.2 Use ideas about jury decisions to explain unfamiliar courtroom scenarios, including justification of conclusions based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain the process by which defendant characteristics may affect jury decisions, referring to the role of stereotyping and halo effects.</p> <p>3.2 Explain the process by which pretrial publicity may affect jury decisions, referring to schema theory and source-monitoring errors.</p> <p>3.3 Analyse unfamiliar situations in terms of factors that may affect jury decisions. Compare situations where decisions were affected with those that were not, explaining the differences.</p> <p>3.4 Explain conclusions from studies of jury decisions. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used (lab and field experiments) where appropriate.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>jury, adversarial system, convict/acquit, presumption of innocence, defendant characteristics, stereotyping, halo effect, gender bias, pre-trial publicity, schema, source-monitoring error</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe the role of the jury in a criminal trial under the adversarial system. • Describe the typical effects of defendant gender, physical attractiveness and ethnicity on juror decisions. • Describe research studies of the effect of pre-trial publicity and defendant characteristics on jury decision making.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

4. Proficiency Scale - biological explanations of offending 1 (47,XYY, amygdala, TBI)

Edexcel specification references: 6.1.1 (Biological explanations of offending)
 6.1.10 (Developmental psychology/biological influences)
 6.2.3 (Issues of reliability, validity etc)
 6.2.5 (Ethical issues - BPS Guidelines)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate the roles of 47,XYY, amygdala dysfunction and TBI in offending, by comparing their strengths and weaknesses with each other and alternative explanations. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing an essay discussing the view that the causes of crime are biological, not social).</p> <p>4.2 Use ideas about biological causes of offending to explain unfamiliar scenarios, including justification of conclusions based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain role of the sex chromosomes in development and how 47,XYY might lead to offending. Explain the process by role of the amygdala in development and how it might be involved in offending, including its role in aggressive behaviour and its role in fear conditioning. Explain mechanisms by which TBI might lead to offending.</p> <p>3.2 Analyse unfamiliar situations and examples in terms of the possible roles of 47,XYY, amygdala dysfunction and TBI</p> <p>3.3 Explain conclusions from studies of research studies of these areas. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used, including the problems of drawing conclusions from correlational studies.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>chromosomal atypicality</i>, <i>47,XYY</i>, <i>amygdala</i>, <i>traumatic brain injury</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe the 47,XYY 'hypermasculinity' theory of offending, the 'dysfunctional amygdala' explanations of offending and the role of TBI in offending. • Describe research studies of relationship between 47,XYY, the amygdala and TBI in offending.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

5. Proficiency Scale - biological explanations of offending 2 (Personality)

Edexcel specification references: 6.1.1 (Biological explanations of offending)
 6.1.9 (Individual differences/personality)
 6.2.3 (Issues of reliability, validity etc)
 6.2.5 (Ethical issues - BPS Guidelines)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate the role of personality traits in offending in comparison with alternative explanations. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing an essay evaluating Eysenck's theory of the criminal personality).</p> <p>4.2 Use ideas about personality factors in offending to explain unfamiliar scenarios, including justification of conclusions based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain the relationship between Eysenck's personality traits and offending, referring to the influence of risk taking (E), conditionability (N) and callous/unemotional traits (P). Explain how biological and environmental influences (fear conditioning) interact to produce offending.</p> <p>3.2 Analyse unfamiliar situations and examples in terms of the roles of E, N, P and other personality traits.</p> <p>3.3 Explain conclusions from studies of research studies of personality and offending. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used, including the problems of using self-report measures and drawing conclusions from correlational studies.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>personality, extroversion, neuroticism, psychoticism, impulsivity, psychopathy</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe the relationship between E, N and P and offending.. • Describe research studies of relationship between E, N and P and offending.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

5. Proficiency Scale - social explanations of offending

Edexcel specification references: 6.1.2 (Social explanations of offending)
 6.1.9 (Individual differences/self-fulfilling prophecy)
 6.1.10 (Developmental psychology/social learning)
 6.2.3 (Issues of reliability, validity etc)
 6.2.5 (Ethical issues - BPS Guidelines)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate labelling, self-fulfilling prophecy and social learning as explanations of offending in comparison with each other and with alternative explanations of offending (e.g. biological theories). Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing an essay evaluating the view that the causes of crime are primarily social).</p> <p>4.2 Use ideas about social causes of offending to explain unfamiliar scenarios, including justification of conclusions based on research findings.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain how labelling may lead to offending, making reference to its impact on self-concept. Explain how self-fulfilling prophecy may lead to offending, making reference to the expectations/actions of significant others. Explain how social learning may lead to offending, making reference to the effect of criminal models.</p> <p>3.2 Describe gender and personality differences in response to labelling/SFP.</p> <p>3.3 Analyse unfamiliar situations and examples in terms of labelling, self-fulfilling prophecy and social learning. Compare these three explanations (e.g. by analysing a range of scenarios, matching them with different explanations and commenting on their similarities and differences).</p> <p>3.4 Explain conclusions from studies of research studies of these theories. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>labelling, self-concept, self-fulfilling prophecy, social learning, observation, imitation, motivation, expectancy of reinforcement/punishment, vicarious learning</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe labelling theory, self-fulfilling prophecy and social learning theory as explanations of criminal/antisocial behaviour (n.b. Not just generic descriptions) • Describe research studies of social psychological influences on offending..
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

6. Proficiency Scale - dealing with offenders 1 (offence analysis and case formulation)

Edexcel specification references: 6.1.2 (The use of psychological formulation)
 6.2.1 (Case studies)
 6.2.3 (Issues of reliability, validity etc.)
 6.2.5 (Ethical guidelines/HPC standards)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate the use of offence analysis and case formulation in forensic psychology/offender rehabilitation. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints (e.g. by writing a critical comparison of the RNR and GLM approaches).</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain the mode of action of biological treatment for sex offending. Explain the mode of action of anger management training, with reference to the roles of different phases/techniques in AMT.</p> <p>3.2 Analyse unfamiliar material using ideas about treatments for offending. Compare treatments for offending.</p> <p>3.3 Explain the risks involved in doing treatment for offending in forensic psychology, referring to the HCPC standards.</p> <p>3.4 Explain conclusions from studies of research studies of treatments for offending. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used, including issues around the use of the experimental method/RCTs..</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>biological treatment, SSRI, anti-androgen, randomised controlled trial, cognitive-behavioural treatment, anger management, cognitive preparation, skills acquisition, application practice</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe how biological treatment might be applied in the case of sex offenders. • Describe the the process of anger management training for violent offenders. • Describe research studies of biological and cognitive-behavioural treatments for offending. This should include Howells et al (2005) study of anger management training.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

7. Proficiency Scale - dealing with offenders 2 (biological and CB treatments)

Edexcel specification references: 6.1.5 (One cognitive-behavioural treatment)
 6.1.6 (One biological treatment)
 6.2.3 (Issues of reliability, validity etc.)
 6.2.5 (Ethical guidelines/HCP standards)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Evaluate the use of offence hormone treatments and anger management training in offender rehabilitation. Judgements should be justified with relevant research findings, giving due consideration to the quality of the evidence that supports different viewpoints.</p> <p>4.2 Evaluate the study by Howells et al (2005) in relation to (1) its methodology (objectivity, reliability, internal validity, generalisability, credibility); (2) practical applications; and (3) ethics.</p> <p>4.3 Apply ideas about treatment for offending unfamiliar scenarios, including justification of conclusions based on research findings. (e.g. by writing an evaluation of the treatment programme suggested for a specific offender/case history).</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Explain the nature and purpose of offence analysis and case formulation.</p> <p>3.2 Analyse unfamiliar material using ideas of offence analysis, RNR and GLM. Compare RNR and GLM (e.g. by doing an offence analysis and formulating the case using each approach then identifying similarities and differences).</p> <p>3.3 Explain the risks involved in doing case formulation in forensic psychology, referring to the HCPC standards.</p> <p>3.4 Explain conclusions from studies of research studies of offence analysis and case formulation. Criticise these studies using criteria of (e.g.) objectivity, reliability, internal validity and generalisability, linking this to the methods used, including the problems of drawing conclusions from correlational studies.</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>offence analysis, criminogenic factor, case formulation, Risk-Needs-Responsivity Model, Good Lives Model, rehabilitation, recidivism</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> • Describe how offence analysis could be carried out. Describe the RNR and the GL models of case formulation. • Describe the role of the HCPC standards in case formulation by forensic psychologists. • Describe research studies of offence analysis and case formulation. This should include a qualitative case study of an offender (e.g. Whitehead et al, 2007 'Mr C.')
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.

8. Proficiency Scale - research methods in criminological psychology

Edexcel specification references: 6.2.1 - 6.2.5 (Methods)

4.0	<p>The student will: (predict, evaluate)</p> <p>4.1 Justify the use of appropriate descriptive and inferential statistics, making reference to specific features of the data including level of measurement, skewness/normality etc.</p> <p>4.2 Choose/justify/evaluate the use of different research methods/data analysis strategies in relation to their suitability for specific scenarios and making reference to practicality, methodological issues (objectivity, reliability, internal validity, generalisability) and ethics.</p>
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.
3.0	<p>The student will: (sequence, classify, compare, explain, analyse)</p> <p>3.1 Interpret descriptive statistics/graphs/charts from a study in terms of the study's aims.</p> <p>3.2.1 Select the appropriate inferential test to be used for a study, justifying choice in terms of specific features of the study.</p> <p>3.2.2 Interpret inferential statistical tests from a study in terms of the study's aims.</p> <p>3.3 Explain how thematic analysis and grounded theory research process could be used to analyse qualitative data obtained from a study.</p> <p>3.4.2 Explain how a named method could be used to investigate a given scenario.</p> <p>3.4.2 Compare different research methods (experiment, correlational, case study). Analyse a study in terms of the research methods used. Criticise unfamiliar studies in relation to their methodology (objectivity, reliability, internal validity, generalisability).</p>
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2.0	<p>The student will: (recognise, define, describe)</p> <p>2.1 Recognise or recall specific vocabulary: <i>laboratory experiment, field experiment, correlational study, case study, quantitative data, central tendency, dispersion, correlation, inferential test, level of measurement, research design, significance, sample, random/stratified/volunteer/opportunity sample, target population, qualitative data, thematic analysis, grounded theory</i> and perform basic operations such as:</p> <ul style="list-style-type: none"> ● Describe the features of lab and field experiments, correlational studies and case studies. ● Calculate and interpret central tendencies and dispersions for a set of data. Calculate correlation coefficient for a set of data. ● Plot and interpret graphs/charts for experimental and correlational studies. ● Use a table to identify critical values for testing significance in a study, using sample size/df, level of significance and directionality of hypothesis. Make accurate judgement of significance. ● Describe procedures for obtaining different types of sample. ● Describe the process of thematic analysis.
1.5	The student has partial success at score 2.0 content and major errors or omissions regarding score 3.0 content.
1.0	With help, the student has partial success at score 2.0 content and score 3.0 content.
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
0	Even with help, the student has no success.