KNOWLEDGE ORGANISER LO2/3: EXPLAIN AND EVALUATE INDIVIDUALISTIC EXPLANATIONS OF CRIME

AC2.2 DESCRIBE INDIVIDUALISTIC THEORIES OF CRIME

AC3.2 EVALUATE THE EFFECTIVENESS OF THEORIES

Learners should have knowledge of a range of theories, e.g.
- Bandura
- Eysenck
- Freud

Learners should evaluate the strengths and weaknesses of criminological theories in terms of explaining crime.

Interleaving and Synoptic links: You should also be able to link the individualistic explanations to the different types of crimes examined in Unit 1 (AC1.1). You will also be able to apply the various theories to analyse different situations of criminality (AC3.1 in Unit 2):

Exam Hint: When you evaluate, go straight into the strengths or limitations. DO NOT explain the theory otherwise you will waste precious examination time

AC2.2 CONTENT OVERVIEW

Bandura: Bandura believes that people learn by watching the behaviour of others. If children watch adults gaining pleasure from an activity, or being punished for an activity, they will either repeat or reject those behaviours. Aggression can be learned from watching other behave in an aggressive manner. In order for this to occur the individual observing must be motivated to do this – this can be internal motivation where they do it for the thrill, or external motivation which is based on positive and negative reinforcement. The 'Bobo Doll' experiment showed that children exposed to the aggressive adults tended to copy such behaviour. Children who watched the non-aggressive version demonstrated far less aggression towards the doll. Sutherland suggests that people learn their values and techniques for criminal behaviour from associations with different people (i.e. differential associations).

Freud: This theory is based the notion that an individual's early childhood experience influences his or her likelihood for committing future crimes. Imperative to this theory are the three elements or structures that make up the human personality: the ID (the ID is concerned with instant pleasure or gratification of instinctive drives); the EGO (this compensates for the demands of the ID by guiding an individual's actions or behaviours to keep him or her within the boundaries of society. The ego is guided by the reality principle); and the SUPEREGO (this develops as a person incorporates the moral standards and values of the community). Psychodynamic theory suggests that criminal offenders are frustrated and aggravated. They are constantly drawn to past events that occurred in their early childhood. Because of a negligent, unhappy, or miserable childhood, which is most often characterized by a lack of love and/or nurturing, a criminal offender has a weak (or absent) ego. Bowlby concluded from the '*44 theives study*' that maternal separation/deprivation in the child's early life caused permanent emotional damage.

Eysenck: In the Eysenck model there are three main dimensions: extroversion, neuroticism, and pyschoticism. These three come together to form a specific personality type. Extraversion (vs. introversion): An extrovert is a sociable, lively, dominant person always looking for new sensations. On the other hand, an introverted person is reserved and distant. Neuroticism (vs. stability): Neuroticism has to do with unstable moods. This is related to how likely a person is to suffer from mood disorders. What stands out here are feelings of guilt, anxiety, low self-esteem, being emotional. Psychoticism: this is a two-sided response: you either have it or you don't. The people who do are usually cold, impersonal, aggressive, antisocial, and not very empathetic. Eysenck shoed that there are links between personality traits and biological processes e.g. the limbic system or ARAS. The combination that makes up a criminal personality includes a high degree of extroversion. Boldness and a lack of concern (basic traits of extroversion) are two major elements in committing a crime. Secondly, a criminal is also defined as having low levels of neuroticism.

AC3.2 CONTENT OVERVIEW

BANDURA		FREUD		EYSENCK	
o The Bobo Doll experiment did show that a model can have an effect on a child's behaviour o The variables in the experiment (e.g. gender and actions of the model) were controlled , giving greater accuracy o The study has been replicated with very similar results being obtained	o There is low ecological validity e.g. the experiment takes place in an artificial environment with a stranger as the model o The experiment involves ethical issues due to exposing the children to aggression knowing that they would imitate it o As the doll was a novelty toy children were more likely to interact with it	o Just because these ideas are unconventional or even odd, that does not mean that they can be dismissed o These theories have contributed to research about crime and behaviour, e.g. focussing on childhood experiences to understand later behaviour o The three parts of our conscious or unconscious link to the physical parts of the brain e.g. the limbic system in the brains emotional centre, rather like the ID	o These theories of offending are no longer accredited by psychologists due to the difficulty of testing concepts such as the unconscious mind o These theories are very unscientific and lack objective interpretation. It is too subjective o There is a lack of quantitative data from case studies	o There is evidence to support the theory from the soldiers in the hospital. He predicted that the most traumatised soldiers would score high on neurotic o His personality testing as formed the basis for many modern personality tests. o If troublesome personalities are detectable at an early age then interventions could be put in place that could help to reduce crime later on.	o Research in this area depends on self-report questionnaires so may be biased or people may give false answers o There is a lack of reliability as people may not respond to the answers in the same way every time o This theory suggests that personality is fixed and fails to recognise that it can change over time.

SUBJECT LITERACY

	CONCEPT(S)			
1	Learning theories			
2	Psychodynamic theories			
3	Psychological theories			
4	Bobo Doll			
5	Aggression			
6	Observational learning			
7	Motivation and reinforcement			
8	Imitation			
9	Sutherland			
10	Differential associations			
11	ID			
12	EGO			
13	SUPEREGO			
14	Bowlby & *44 Thieves study*			
15	Maternal deprivation			
16	Extraversion			
17	Neuroticism			
18	Psychoticism			
19	Limbic system & ARAS			
20	Ecological validity			
21	Stable mood			

EXAM LIERACY

Identify	If you are asked to identify then you simply just recognise and establish or state what something is.
Define	To define then you need to state what the meaning of a key word or concept is.
Describe	To describe is to paint a picture with words; to give information and detail about a concept.
Explain	To explain something, you need to give reasons to back up any statements that you made.
Analyse	To analyse means to examine in detail and break the question down into different component parts and examine relationships between concepts
Compare	Explain the similarities and differences between two different concepts or arguments.
Evaluate	This means to make a judgement. You would often include the strengths and weaknesses of a subject and form a judgement.

SAMPLE EXAM QUESTIONS

Describe how research suggests a connection between crime and brain damage.
[5 marks]

Explain a physiological explanation of criminality.
[4 marks]

Describe a biological theory of crime.
[4 marks]

Describe a genetic theory of criminality.
[5 marks]

Describe the weaknesses of a physiological theory of criminality
[5 marks]

Evaluate the effectiveness of a range of biological theories to explain causes of criminality
[8 marks]