16.3 Dealing with Offending Behaviour: Custodial Sentencing and Treatment: 30-minute Pack

AQA 7182 · about 30 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Outline two psychological effects of custodial sentencing that may hinder rehabilitation.

(Total for Question 1 is 2 marks)

2 State one distinguishing feature of restorative justice programmes.

(Total for Question 2 is 1 mark)

3 Explain a limitation of restorative justice when evaluated by recidivism.

(Total for Question 3 is 2 marks)

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4 Discuss the effectiveness of custodial treatment programmes and restorative justice.

(Total for Question 4 is 16 marks)

5 Apply an anger management programme to the given offender scenario.

(Total for Question 5 is 4 marks)

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Mark scheme · 16.3 Dealing with Offending Behaviour: Custodial Sentencing and Treatment: 30-minute Pack

Question 1

identifies one psychological effect, e.g. stress and depression, and gives a brief description oe — **B1**

identifies a second psychological effect, e.g. institutionalisation or learned dependence on the prison environment, with a brief description oe — **B1**

Answer: Any two effects with brief description, for example: stress and depression - prisoners may suffer poor mental health; institutionalisation - prisoners may become dependent on prison routines and struggle to adjust outside.

Question 2

identifies one distinguishing feature, e.g. direct involvement of the victim and offender in mediated dialogue, focus on repair and restitution rather than punishment oe — **B1**

Answer: Direct involvement of the victim and offender in mediated dialogue focusing on repair and restitution rather than punishment.

Question 3

identifies a limitation, e.g. self-selection bias: participants in restorative justice may be more motivated to change so recidivism comparisons with custody are not equivalent oe — **M1**

explains why it matters, e.g. lower reconviction rates may reflect pre-existing differences rather than the programme's causal effect, limiting conclusions about effectiveness oe — **A1**

Answer: Self-selection bias: offenders who agree to restorative justice may already be more motivated to change, so lower recidivism compared with custodial groups may not be entirely due to the programme itself.

Question 4

Level 4 Knowledge and understanding of treatment approaches and restorative justice is detailed and accurate. Evaluation is thorough and well balanced, using relevant empirical evidence, discussion of practical implementation and ethical issues. Application to aims of custodial sentencing and recidivism is integrated. Arguments are well organised and show clear judgement about overall effectiveness. — **13-16**

Level 3 Knowledge is mostly accurate and relevant. Evaluation includes supporting and challenging material and some evidence, and addresses practical and ethical points. Application to aims and recidivism is present but may be less developed. Overall conclusion is supported but may lack depth. — **9-12**

Level 2 Knowledge is present but limited in detail. Evaluation is superficial or one sided, with little supporting evidence. Application to aims or recidivism is attempted but underdeveloped. Organisation and clarity are limited. — **5-8**

Level 1 Very limited knowledge, little or no evaluation, and minimal or absent application. Answer may be list-like and lack coherence. — **1-4**

Level 0 No creditable content. — **0**

Indicative content:

- AO1 knowledge: description of token economy programmes, operant conditioning principles, target behaviours and token exchange systems in custody.
- AO1 knowledge: description of anger management programmes as CBT-based interventions with stages of cognitive preparation, skill acquisition and application practice.
- AO1 knowledge: outline of restorative justice, including victim-offender mediation, reparation and emphasis on repairing harm and empowering victims.
- AO2 application: link each approach to custodial sentencing aims: rehabilitation (anger management and token economies aim to change behaviour), incapacitation (custody itself prevents offending while inside), deterrence and retribution considerations for public acceptability of alternative programmes.
- AO3 evaluation: empirical support for anger management and CBT in reducing violent reoffending in some studies, but mixed results for reconviction; refer to named studies where appropriate and note methodological issues such as small samples, lack of random allocation and follow-up durations.
- AO3 evaluation: token economies can change behaviour within institutions but often show poor generalisation after release; discuss the need for gradual withdrawal, linking tokens to intrinsic motivation and need for community-based reinforcement.
- AO3 evaluation: restorative justice evidence often reports high victim satisfaction and reductions in short-term reoffending compared with matched controls, but note self-selection bias and variable implementation across cases.
- AO3 practicalities: resource implications, staff training, consistency of implementation in prisons, and need for post-release support to sustain gains; restorative justice requires careful screening and facilitation.
- AO3 ethics: consider protection of victims in restorative justice, coercion risks, fairness and public attitudes to non-custodial options; token economies raise issues of equitable access to rewards and potential manipulation, while anger management raises issues of informed consent and suitability for individuals with complex needs.
- AO3 synthesis: weighing short-term behavioural change in custody against longer-term recidivism outcomes, concluding that multi-component approaches that combine in-prison programmes with community-based follow-up and carefully implemented restorative practices are most likely to be effective.

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Question 5

applies cognitive preparation to Kwame, e.g. helping him identify personal triggers and unhelpful beliefs about provocation oe **M1**

applies skill acquisition to Kwame, e.g. teaching relaxation, cognitive restructuring, communication and problem solving strategies he can use when angry oe **M1**

applies application practice, e.g. role play and graded rehearsal in sessions to practise coping strategies in realistic scenarios before release oe **A1**

evaluates briefly, e.g. this may reduce Kwame's impulsive reactions and lower reoffending risk, but transfer to real life may be limited without community support and booster sessions oe **A1**

Answer: E.g. cognitive preparation: help Kwame identify triggers and challenge beliefs that provocation justifies violence. Skill acquisition: teach relaxation, cognitive restructuring and communication/problem solving skills. Application practice: use role play to practise responses and plan for situations he may face on licence. This could reduce impulsive assaults by improving self-control, but benefits may depend on post-release support and reinforcement.

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