GradeMax



Mark Scheme (Final)

January 2019

Pearson Edexcel GCE
In Psychology (WPS03 01)
Paper 3: Applications of Psychology



GradeMax

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

DEVELOPMENTAL PSYCHOLOGY

Question Number	Answer	Mark
1(a)	**AO2 (1 mark)** Credit **one** mark for accurate stage given. For example; • Sarah is in the stage of telegraphic speech, using a rigid word order to convey meaning, but lacking grammar (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO2 (2 mark)** Credit up to **two** marks for accurate description in relation to the scenario (AO2) For example; • Sarah makes grammatical errors because her LAD (language acquisition device) provides her with the ability to understand rules of speech not mimic speech and grammar (1) so Sarah does not copy what she hears, she uses linguistic features to construct her own sentences that are grammatically incorrect (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of stage appropriate behaviour (AO1). Credit **one** mark for justification/exemplification of impact on development in each stage (AO3). For example; Initiative vs Guilt • This stage involves the child interacting with other children and playing where they have an opportunity to initiate games and interactions with others (1). If this initiative is supported the child will successfully develop purpose and feel secure in their decision making and interactions with others (1). Industry vs Inferiority • A child would want to gain approval from others by showing their competency in tasks and skills in order to gain confidence in their own ability (1). Where this is not supported the child begins to feel inferior and doubt their ability so may not reach their full potential (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3 (a)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for accurate identification of each reason (AO1). Credit **one** mark for justification/exemplification of each reason (AO3). For example; • An open-ended question does not place any restrictions on the answers that a respondent can give to the question (1) giving the researcher data that is a more valid representation of how the respondents feel about the issue (1). • The respondents can give answers in as much detail and depth as they feel is necessary to explain their viewpoint (1) so researchers may have a deeper understanding of the reasons and opinions behind the answers (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(b)	**AO2 (2 marks)** **One** mark for correct substitution into formula **One** mark for correct answer For example; • $df = (3-1)(2-1)$ • $df = 2$ **Look for other ways of expressing answer.**	**(2)**

Question Number	Answer	Mark
3(c)	**AO2 (1 mark)** **One** mark for correct answer For example; • 1:5 **Look for other ways of expressing answer.**	**(1)**

Question Number	Answer	Mark
3 (d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate improvement in relation to scenario (AO2). Credit **one** mark for justification/exemplification of improvement (AO3). For example; • Jared could include closed-ended questions that can be objectively measured using statistical analysis (1) which would decrease the subjectivity in his data analysis to give his findings about attachment greater credibility (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **Ashdown and Bernard (2012)** **AO1** • The sample consisted of four teachers and 100 (99) children from a catholic school in Melbourne, Australia. • Teachers completed the ACER Well-being Survey and Social Skills Rating System questionnaires before and after the delivery of the 'You Can Do It! Early Childhood Education' program. • The teachers were aware of which group they were in, whether it was the two groups implementing the program or the control group. • The participating school had been identified as being of 'low socio-economic status' with approximately two-thirds of the children speaking English as a second language. **AO3** • The participants are only representative of a single cultural population in Australia, decreasing the generalisability of the findings to other cultures. • The two questionnaires had been previously used and were shown to have high reliability and validity for testing the social and emotional wellbeing of children. • The teachers may have shown social desirability when completing the questionnaires to present themselves in positive ways as 'good teachers', reducing the validity of the data collected. • The findings may not apply to other socio-economic or religious groups in Australia as other schools may have students from different socio-economic and religious backgrounds. **continued...**	**(8)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO3 (4 marks)** **... continued** **Ding et al (2014)** **AO1** • Initial sample consisted of 160 infants (82 boys/78 girls) which reduced to 118 children at the follow-up stage (63 boys/55 girls). • The study evaluated mother–infant attachment in 12- to 18-month-old infants, using Ainsworth's strange situation procedure (SSP). • The participants were recruited through child health networks in Shanghai from mainly middle-income families. • The mothers of the children gave full informed consent and the Research Ethics Committee of the Children's Hospital approved the study. **AO3** • The sample reduced by 42 over the duration of the study which reduces the available data needed to assess the cognitive outcomes of children with different attachment types in infancy. • The SSP has been tested and re-tested across different cultures and has been found to be a reliable measure of attachment types, increasing the credibility of the findings made by Ding et al. (2014). • The sample does not represent a wider socio-economic population and it is culturally biased to Shanghai, reducing generalisability of findings about attachment and cognitive outcomes. • Gaining consent and having ethical committee approval ensures the study meets ethical criteria so minimal distress should be caused to the children or the mothers. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Punch (2002) used an ethnographic approach to gather qualitative data by observing and interacting with the young people from Bolivia in their classroom settings. • The study used five specially designed task-based methods to collect qualitative data in her classroom based research with children in Bolivia, for example, drawings, photographs, PRA (participatory rural appraisal) techniques, diaries and worksheets. • Punch (2002) lived with a family and stayed in the community she was studying for extended periods of time. • The study explores how young people negotiate constraints over their choices, including their rural location, parental attitudes, family background and role models. **AO3** • Punch's (2002) use of ethnographic research through observation and interaction in the classroom setting aids our understanding in developmental psychology of youth development in rural Bolivia. • The data collected in the study for example the PRA takes an emic approach to research which can be culturally biased and so the findings may not improve our understanding for all cultures in developmental psychology. • Punch's (2002) research took an emic approach which allowed her to get closer to the culture and lifestyle of the children increasing our understanding of how they developed. • The study shows transitions are underpinned by a number of factors which highlights the importance of holistic research in developmental psychology. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

CRIMINOLOGICAL PSYCHOLOGY

Question Number	Answer	Mark
6(a)	**AO1 (1 mark)** Credit **one** mark for an accurate definition. For example; • Anti-social behaviour is when someone acts in a way that harasses or causes distress to one or more people (1). **Look for other reasonable marking points.**	**(1)**

Question Number	**Answer**	**Mark**
6(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example; • The police will investigate the throwing of a brick at Dwayne's car as a criminal offence (1) because the neighbour has caused damage to his property which breaks the law (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (4 marks)** Credit **one** mark for a correct calculation of **column d² = 224** Credit **one** mark for a correct calculation of **6 times the sum of d² = 1344** Credit **one** mark for a correct calculation of **6 times the sum of d² divided by n(n²-1)** = 1344 ÷ 720 = **1.8666** Credit **one** mark for a correct answer to **two decimal places** = 1-1.8666 = -0.866666 = **-0.87** **Look for other reasonable marking points.**	**(4)**

Attractiveness Score out of 10	**Rank 1**	**Length of sentence in years**	**Rank 2**	**D**	**d^2**
1	1	10	9	-8	**64**
3	2	7	7	-5	**25**
4	3	5	5	-2	**4**
5	4	8	8	-4	**16**
8	7	2	2	5	**25**
6	5	4	4	1	**1**
9	8	3	3	5	**25**
7	6	6	6	0	**0**
10	9	1	1	8	**64**
				Total	**224**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to scenario (AO2). Credit **one** mark for justification/exemplification of the weakness (AO3). • The correlational data only finds a relationship between attractiveness of an offender and the length of their conviction (1) and not that one results in the other so the researchers cannot be certain if there is a cause and effect between the variables of attractiveness and sentencing (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of improvement in relation to scenario (AO2). Credit **one** mark for justification/exemplification of improvement (AO3). For example; • The researchers could record the nature of the crime that the person is being sentenced for to compare to the attractiveness scores and length of sentence (1). This would allow them to consider a wider range of factors that can influence sentencing when drawing conclusions from the data they gather (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8	**AO2 (5 marks)** Credit up to **five** marks for accurate description in relation to scenario. For example; • Social learning from the media suggests that Cassie will imitate the behaviour of a role model she sees in the television series (1). She will have identified with the role model, so most likely a female criminal in the television series (1). Cassie will observe the behaviour and remember what she has seen the characters do in the series (1) and reproduce the behaviour she has paid attention to in her work place by shouting at her boss (1). Cassie may feel that she is getting a reward, such as power or control, from her behaviour and will continue her aggressive actions for further reinforcement (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(5)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • 45 undergraduate students were grouped and shown seven film segments each involving a road traffic accident. • The road traffic accident film segments combined real life accidents and staged accidents in clips of 5 seconds to 30 seconds in duration. • At the end of each film segment, the participants completed a questionnaire asking them to give an account of the accident and a series of specific questions. • There was a critical question about the speed of the vehicle where the verb was changed, for example smashed, bumped or contacted, in place of 'hit'. **AO3** • Undergraduate students may not be representative of the varied ages in the general population so the estimated speeds given may not be a trustworthy measure of experienced drivers. • The segments of video that were staged accidents mean they were able to check estimated speeds against actual speeds so there is convincing data to support conclusions. • Witnesses to a traffic accident would usually be interviewed about the event and not given a questionnaire so the test of eye witness testimony recall is not believable in real world situations. • This effect of the verb change has been applied to the integrity of police interview techniques through cognitive interview improvements. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) aims to change thought processes that underpin behaviour and actions of offenders. • CBT requires commitment by the offender to complete the tasks such as homework and reflective diaries about their thoughts. • CBT is a therapy that can be continued by the offender once the therapy sessions are complete giving them self-help strategies. • During therapy the offenders may undertake role play to act out scenarios where they could offend in order to find alternative ways to manage a situation. **AO3** • Changing thought processes may not be effective where the cause of offending behaviour is anti-social personality disorder. • Offenders may want to change their behaviour to rehabilitate themselves and prevent recidivism, so CBT would be an effective therapy. • Lipsey (2009) analysed 548 studies and found CBT was more effective in reducing further criminal behaviour than other interventions. • Howells et al. (2005) found CBT did not significantly reduce aggression in offenders, so it may not be effective for violent crimes like assault. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

HEALTH PSYCHOLOGY

Question Number	Answer	Mark
11(a)	**AO1 (1 mark)** Credit **one** mark for accurate definition. For example; • Day-to-day irritations or frustrations that cause minor stress in everyday life (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
11(b)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to scenario. For example; • Getting married would be considered a life event that could cause her stress (1) as it is a significant change to Agnetha's lifestyle as she will need to consider the needs of her new husband (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(a)	**AO2 (4 marks)** Credit **one** mark for a correct calculation of **column d² = 224** Credit **one** mark for a correct calculation of **6 times the sum of d² = 1344** Credit **one** mark for a correct calculation of **6 times the sum of d² divided by n(n²-1)** = 1344 ÷ 720 = **1.8666** Credit **one** mark for a correct answer to **two decimal places** = 1-1.8666 = -0.866666 = **-0.87** **Look for other reasonable marking points.**	**(4)**

Number of close friends	Rank 1	Self-rated level of stress score out of 10	Rank 2	D	d²
1	1	10	9	-8	**64**
3	2	7	7	-5	**25**
4	3	5	5	-2	**4**
5	4	8	8	-4	**16**
8	7	2	2	5	**25**
6	5	4	4	1	**1**
9	8	3	3	5	**25**
7	6	6	6	0	**0**
10	9	1	1	8	**64**
				Total	**224**

Question Number	Answer	Mark
12(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a weakness in relation to scenario (AO2). Credit **one** mark for justification/exemplification of the weakness (AO3). • The correlational data only finds a relationship between the number of close friends and an individual's stress level (1) and not that one results in the other so the researchers cannot be certain if there is a cause and effect between the variables of friendship and stress (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(c)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of improvement in relation to scenario (AO2). Credit **one** mark for justification/exemplification of improvement (AO3). For example; • The researchers could ask the participants to give explanations about why they feel stressed to compare to the number of friends and stress level (1). This would allow them to consider a wider range of factors that could influence stress levels when drawing conclusions from the data they gather (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13	**AO2 (5 marks)** Credit up to **five** marks for accurate description in relation to scenario. For example; • The additional responsibilities may be an initial alarm stage where Cassie registers them as a threat to her (1) and creates a hormonal change that can leave her prone to minor illnesses due to increased cortisol (1). Her high blood pressure could be due to increased amygdala activity which is linked to white blood cell production that can cause plaques in arteries (1). Cassie's tiredness could be due to physiological exhaustion as her stress has been over a long period of time (1) and her sleep problems could lead to circadian disruptions in the prefrontal cortex affecting her executive functioning so her day to day work may seem more difficult (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(5)**

Question Number	Answer	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Nakonz and Shik (2009) interviewed 20 females who were mostly domestic workers aged in their mid-twenties to late forties. • The migrant workers find coping tools and advice to actively deal with their situations through charismatic churches and groups. • Field notes were taken during observations, alongside in-depth interviews and focus groups. • Nakonz and Shik (2009) found that having an external locus of control via God gave spiritual significance to events, making acceptance of hardships easier. **AO3** • The sample is only of females; therefore, the results cannot be generalised to a wider population of migrants as it excludes males reducing the credibility of the data as a reflection of religious coping strategies. • Epstein and Mealem (2010) found local workers and migrant interactions and production activities in work increased the assimilation of migrants, showing alternatives to religion so decreases the credibility of the findings of this study. • The use of qualitative research methods gives a deeper understanding of the reasons for using religious coping strategies adding credibility to how well the study embodies real life experiences. • Cruz (2006) suggested migrant women found that courage, hope and faith are significant to migrant women, thus increasing the importance of religion in daily life experiences giving credibility by supporting the findings of Nakonz and Shik (2009). **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors. Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • A Type A personality is where an individual is more likely to be competitive, aggressive and have a strong drive for success. • With Type A personality, and individual tends to be reliant on external rewards for their behaviours, such as wealth, status or power and spend less time on personal relationships • The personality trait of perfectionism is when an individual strives for flawlessness and has excessive high standards and expectations. • Psychodynamic explanations would argue that defence mechanisms, such as repression, are used to manage stress levels as stress is an unconscious process. **AO3** • Denollet and Conraads (2006) suggest it is a Type D individual who experiences negative emotions and inhibited emotional expression in interactions which is significantly related to stress and increases risk of major cardiac event, so Type A is not the only individual difference linked to stress. • Type A personalities are likely to have less social support as they have smaller relationship networks, meaning their stress levels could be higher than those with social support. • Stoeber and Rennert (2008) suggest that trying to be perfect and thinking there is pressure from other colleagues do not contribute to stress or burnout, it is the reactions of others to imperfections that have been linked to stress. • Perfectionism and Type A personality do not fully explain why those without these personality traits/types can experience stress, unlike psychodynamic explanations. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	3-4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	5-6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	7-8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)