GradeMax



Mark Scheme (Results)

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Pearson Edexcel International Advanced Subsidiary In Psychology (WPS03)
Paper 01 Applications of Psychology

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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)	**AO1 (2 marks)** Credit up to **two** marks for accurate description. For example: • Ethnographic field work is when a researcher immerses themselves in the day-to-day lives of the group being studied (1) in order to understand social or cultural experiences from the participants perspectives (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark), AO3 (2 marks)** Credit **one** mark for identification of a strength. (AO1) Credit up to **two** marks for justification of the . (AO3) For example: • Punch carried out an ethnographic study over two years, with a further six months' intensive study a year later gathering valid, qualitative data (1). Due to the way she collected her data, it had a lot of detail about the youths' opinions on the transition from school to work (1) giving the data validity as it was based on what the participants said rather than represent it in predetermined categories (1). **Look for other reasonable marking points.**	**(3)**

Question Number	Answer	Mark
2(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • Markus could have gathered all the names of the children registered at the local childcare centre and put them in a computer random generator (1). He would then use the computer random generator to select the names of the children to be used in his experiment, until he had the required number of children (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one weakness in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of weakness. (AO3) For example: • Some parents may refuse to let their children participate in the study so the sample will not be truly random (1) which could mean Markus does not have a sample that is representative of the children who go to the local childcare centre so limiting the generalisability of his results (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
2(c)	**AO3 (3 marks)** Credit up to **three** marks for justification/exemplification. (AO3) For example: • Marcus was looking for a difference between the two year olds and four year olds (1). The number of words each child can say is at least ordinal data (1). Marcus studied the same children at two and four years olds so it is a repeated measures design (1). **Look for other reasonable marking points.** **Answers must relate to the scenario.**	**(3)**

Question Number	Answer	Mark
3	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of a strength/weakness in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of each strength and weakness. (AO3) For example: Strength: • Scaffolding has been shown to help children's comprehension skills, giving the theory good application for Arjun using it in his teaching (1). Abbas (2017) found that after six weeks of teaching using a scaffolding technique, children's comprehension was significantly better than those who did not have the technique (1). Weakness: • Vygotsky's theory may not take into account any cultural differences between the children that Arjun teaches (1) as they may learn through observation rather than through the spoken word so it may not be valid for his teaching (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
4	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Piaget stated that there are four stages to cognitive development, the sensorimotor stage, pre-operational stage, concrete operational stage and formal operational stage. • Children in the pre-operational stage are egocentric as they cannot understand another person's point of view. • Children in the concrete operational stage are able to understand that even if an object changes it still has the same properties. • From the pre-operational stage children start to use symbolic thinking, where objects can represent something else. **AO2** • Betsy is in the pre-operational stage as she is three years old, and Jim is in the concrete operational stage as he is eight years old. • Betsy is egocentric as she cannot understand that Jim can see her feet, even though she cannot see him when she is behind the curtains. • Jim knows that there is still the same amount of biscuits even though he has broken one into two so there are more pieces. • Both Jim and Betsy use symbolic thinking as they use the rug as the sea and the doll as another pirate. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Ainsworth's the strange situation is carried out over a series of stages including leaving the child with a stranger and leaving the child alone. • O'Connor et al. (2013) sent letters to the parents asking if their children could participate in the study on social learning, parenting and attachment. • Van iJzendoorn and Kroonenberg (1988) carried out a meta-analysis using 32 studies that had previously been carried out. • Research may be ethnographic where the researcher gives detailed accounts of child development within a culture through being part of that culture over a period of time. **AO3** • Securely attached children got distressed when they were left alone in Ainsworth's study, which can be considered unethical as it does not protect the participant. • O'Connor et al. (2013) gained informed consent as the letter gave full details about the study on social learning theory, parenting and attachment, and they only used the children of those parents who replied, therefore it is ethical. • Van iJzendoorn and Kroonenberg (1988) can be considered ethical as it was a meta-analysis so no new children were put under the distress of the strange situation. • Ethnographic research may be deemed unethical as it can be seen as intrusive by the participants, especially if researchers are expressing their own beliefs about children's development, which may be culturally bound. **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)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to the scenario. For example: • The witness may have focussed on facial features of the burglar that differ according to the witness's race, but do not differ in the race of the burglar (1). For example, if the witness was white, they may have focused on hair colour and no other features, so they may find it hard to identify the suspect from the photographs (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
6(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of the improvement in relation to the scenario. (AO2) Credit **one** mark for exemplification/justification of the improvement. (AO3) For example: • Renshu could have applied aspects of the cognitive interview such as asking the witness to talk about everything they could remember about the suspect (1) this could lead to minor details being recalled, which could trigger further memories, so increasing the detail the witness recalled (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(a)	**AO2 (2 marks)** Credit **two** marks for a fully operationalised hypothesis. Credit **one** mark for a partially operationalised hypothesis. For example: • The more stress a participant experiences, out of a scale of 0 which is low to 7 which is high, the fewer correct details the eyewitnesses will recall (2). • The more stress an eyewitness experiences, the fewer correct details the eyewitnesses will recall (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO2 (1 mark)** Credit **one** mark for the range For example: • 5 (1). **Reject all other answers**	**(1)**

Question Number	Answer	Mark
7(c)	**AO1 (2 marks)** Credit **two** marks for full definition. Credit **one** mark for partial definition. For example: • The probability that the results are due to chance is 0.01 (1). • The probability that the results are due to chance is equal to or less than one per cent (2). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of improvement. (AO3) For example: • Giulia could take physical measures of the level of stress felt by the eyewitnesses, such as galvanic skin response (1) this would provide objective data and so make the measurement of stress more accurate and reliable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8a	**AO2 (1 mark)** Credit **one** mark for identification of a strength in relation to the scenario. (AO2) For example: • CBT will help Adam understand the impact his stealing has on others to change his thinking patterns/processes about theft so has long-term benefits. (1) **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
8 (b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each weakness in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of each weakness. (AO3) For example: • Cognitive behavioural therapy does not look at the wider issues affecting Adam, such as the lack of well-paid work (1) if this issue is not addressed then the therapy may not be effective as money may still be a problem (1). • If Adam thinks stealing is not wrong then he will not be active in his therapy (1) therefore he may not be willing to change his behaviour, which reduces the effectiveness so he will carry on stealing (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Social learning theory states that we pay attention to criminal or antisocial behaviour in the media, possibly because it is accompanied by loud music so gains our attention. • Criminal characters from the media may act as role models as they are often people who have power, or they may be the same gender as us. • Criminal behaviour in the media may be reinforced, such as gaining material goods, so it acts as vicarious reinforcement for the viewer. • When people get the opportunity they may copy an antisocial behaviour seen on the media, such as getting into drunken arguments. **AO3** • Bandura, Ross and Ross (1963) found that children were as statistically likely to imitate aggressive behaviour from a filmed model compared to a live model. • Bandura used aged children in his experiments, so social learning theory may not explain antisocial behaviour in adolescents or adults. • Williams (1986) found that after the introduction of television in a small community the levels of aggression had doubled, so showing the media may have an effect on antisocial behaviour. • Social learning from the media ignores other factors that might affect antisocial or criminal behaviour, such as having an antisocial personality. **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
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • When a weapon is present at an incident we tend to pay attention to the weapon, and so do not have enough attention to pay to other details about the incident. • As we are paying less attention to other details we are less likely to encode that information in our memory, so are more likely to forget the other details of the incident. • The presence of a weapon may also increase our stress above the optimal level of arousal. • Due to the level of stress being too high because of focusing on the weapon, our memory will decline so we are less able to remember details about the incident. **AO3** • Steblay (1992) looked at the results of 19 studies about weapon focus and found that when there was a weapon there was lower accuracy in the identification from a line up, suggesting it does affect the accuracy of eyewitness testimony. • The use of cognitive interviews may reduce the effect of a weapon on the testimony of witnesses, as strategies such as asking the witness to remember the context may produce memories of other aspects of the incident, showing the information has been encoded. • Erickson et al. (2014) found that when participants saw photographs those who saw a photograph of someone holding a gun out could identify the person fewer times than the photo of someone holding out a glass, showing that a weapon may negatively affect the testimony of witnesses. • A lot of research has been done using videos or photographs, so may not be reflective of real life incidents, so the use of a weapon may not have such an effect of the reliability of eyewitness testimony. **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)

HEALTH PSYCHOLOGY

Question Number	Answer	Mark
11(a)	**AO2 (2 marks)** Credit up to **two** marks for accurate description in relation to thescenario. For example: • Renshu should challenge the way he thinks about his work; such as is it necessary to regularly check his emails at home so reducing his stress (1). He could also distance himself from the problems at work to reduce his stress, so he may decide that it is not his problem if other people do not do their work (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
11(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of the improvement in relation to the scenario. (AO2) Credit **one** mark for exemplification/justification of the improvement. (AO3) For example: • Problem focused coping may mean that Renshu sets aside time to spend with his wife and children and turn off his emails (1) which will improve his level of stress as it will remove one of the issues that his causing him stress, so he will experience less stress (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(a)	**AO2 (2 marks)** Credit **two** marks for a fully operationalised hypothesis. Credit **one** mark for a partially operationalised hypothesis. For example: • The more stress a participant experiences, out of a scale of 0 which is low to 7 which is high, the more stressful events a participant will experience in a day (2). • The more stress a participant experiences the more stressful events they will have a day (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
12(b)	**AO2 (1 mark)** Credit **one** mark for the range For example: • 5 (1). **Reject all other answers**	**(1)**

Question Number	Answer	Mark
12(c)	**AO1 (2 marks)** Credit **two** marks for full definition. Credit **one** mark for partial definition. For example: • The probability that the results are due to chance is 0.01 (1). • The probability that the results are due to chance is equal to or less than one per cent (2). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
12(d)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of an improvement in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of improvement. (AO3) For example: • Giulia could take physical measures of the level of stress felt by the participants, such as galvanic skin response (1) this would provide objective data and so make the measurement of stress more accurate and reliable (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
13a	**AO2 (1 mark)** Credit **one** mark for identification of a strength in relation to the scenario. (AO2) For example: • Adam should see a quicker improvement in his health using selective serotonin reuptake inhibitors compared to other therapies such as psychoanalysis (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
13 (b)	**AO2 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each weakness in relation to the scenario. (AO2) Credit **one** mark for justification/exemplification of each weakness. (AO3) For example: • Adam may experience side effects from the selective serotonin reuptake inhibitors such as drowsiness (1) so the side effects could have a further negative impact on his work, increasing his stress (1). • The use of selective serotonin reuptake inhibitors does not deal with the causes of Adam's stress such as his feelings of isolation (1) therefore Adam may stop taking the SSRIs and he may start to feel stressed again, reducing their effectiveness and further increasing his isolation (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
14	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The Holmes and Rahe scale focuses on major life events that have happened to a person over the past 12 months. • Each life event has a score ranging from 100 for death of a spouse to 11 for minor violations of the law. • The scores are then added up, and the higher the score the more likely someone is to suffer from a stress-related illness. • If someone scores 150 points or less they have a very low chance of having stress-related illnesses, but if someone scores over 300 points they have an 80% chance of having a stress-related illness. **AO3** • Rahe (1972) studied sailors over a six-month period and found that there was a positive correlation between the stress score and ill health. • The scale assumes that each life event affects everybody the same way, however people may react differently to the life events, and so some people will not be as stressed by them as others are. • Jafri et al. (2017) found that, when compared to a control group, patients who had lung cancer had a higher Holmes Rahe score for the past five years, showing a correlation between ill health and stress. • People may feel stressed without having a lot of major life events throughout a year, it can be the daily hassles that build up and cause stress, and these are not accounted for by the Holmes and Rahe stress scale. **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
15	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Cognitive behavioural therapy identifies the negative thought patterns that make someone anxious, such as perceiving situations as more dangerous than they are. • The next stage is to challenge the negative thoughts, through questioning any evidence a person thinks they have that proves their thoughts true. • Working with the therapist, the client comes up with more realistic thoughts about situations that make them anxious, so hoping to reduce the anxiety felt. • The therapy may involve role play of the situations that make a client anxious so that they can practise replacing their negative thoughts with more realistic thoughts. **AO3** • Cognitive behavioural therapy may be more effective than the use of drugs for anxiety disorders, as it does aim to look at the causes of the anxiety, whilst drugs just treat the symptoms. • The patient needs to be fully committed to the cognitive behavioural therapy unlike drug therapy, if their anxiety affects their commitment to the therapy then it will not be effective. • Silk et al. (2018) found that cognitive behavioural therapy was more effective than child-centred therapy when treating children with a range of anxiety issues. • Cognitive behavioural therapy does not look at wider issues that may cause anxiety, such as living conditions, and if these are not addressed the therapy may not be effective in reducing anxiety compared to a more holistic approach. **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)

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