

Mark Scheme (Results)

Summer 2021

Pearson Edexcel International Advanced Level In Psychology (WPS03/01)
Paper 1: 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.

Summary of changes from provision Mark Scheme

A few minor changes were made to the Mark Scheme before marking on the marking service begun. These have been highlighted in red in the Mark Scheme.

The changes have been highlighted in the table:

Question Number	Summary of change
1b	The original entry referred to research evidence in support of the identification point. Majority of candidates used examples of the methodology used in the study and not research studies. The mark scheme now reflects the approach taken by the majority of the candidates.

DEVELOPMENTAL PSYCHOLOGY

Question Number	Answer	Mark
1(a)	**AO1 (1 mark)** Credit **one** mark for accurate statement. For example: • Prolonged separation from the mother can lead to becoming an affectionless thief (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
1(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength (AO1) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Bowlby () used a range of methods to collect his data such as full-scale IQ tests, observations of the child's emotional state and interviews giving a valid measure (1) as he was able to gather in-depth data for both the group of 44 thieves and the control group to compare the effects of maternal deprivation on affectionless psychopathy (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of improvement (AO1) Credit **one** mark for justification/exemplification of improvement (AO3) For example: • Bowlby could have had additional researchers rather than just himself analysing the data from the psychiatric assessments to gather alternative opinions (1) as this would have improved the objectivity of the findings making the analysis of the cases less susceptible to researcher bias (1). **Look for other reasonable marking points.**	**(2)**

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>2(a)</td><td>
AO2 (4 marks)

Credit one mark for accurate completion of O-E column to two decimal places

Credit one mark for accurate completion of (O-E)² column to two decimal places

Credit one mark for accurate completion of (O-E)²/E column to two decimal places

Credit one mark for correct chi-squared to two decimal places = 8.07
<table>
<tr><th></th><th></th><th>Observed</th><th>Expected</th><th>O-E</th><th>$(O-E)^2$</th><th>$(O-E)^2/E$</th></tr>
<tr><td rowspan="2">Playing alone</td><td>Boys</td><td>11</td><td>7.58</td><td>3.42</td><td>11.70</td><td>1.54</td></tr>
<tr><td>Girls</td><td>3</td><td>6.42</td><td>-3.42</td><td>11.70</td><td>1.82</td></tr>
<tr><td rowspan="2">Playing with other children</td><td>Boys</td><td>2</td><td>5.42</td><td>-3.42</td><td>11.70</td><td>2.16</td></tr>
<tr><td>Girls</td><td>8</td><td>4.58</td><td>3.42</td><td>11.70</td><td>2.55</td></tr>
<tr><td colspan="4"></td><td colspan="2">Chi-squared=</td><td>8.07</td></tr>
</table>
Look for other reasonable marking points.
</td><td>(4)</td></tr>
</table>

<table>
<tr><th>Question Number</th><th>Answer</th><th>Mark</th></tr>
<tr><td>2(b)</td><td>
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:

Birgit could repeat her research at several nursery schools in a wide range of different areas to gather a more representative sample of children (1) which would improve the generalisability of her findings to 3 to 4-year-old children in respect of the type of play they involve themselves in (1).

Look for other reasonable marking points.

Generic answers score 0 marks.
</td><td>(2)</td></tr>
</table>

Question Number	Answer	Mark
3(a)	**AO2 (3 marks)** Credit up to **three** marks for description of the use of a clinical interview method in relation to the scenario. For example: • Dexter will present the children with the conservation task and ask a set of standardised questions on a one to one basis (1). He will ask the children to explain their thought processes whilst they move the liquid from one container to another (1). He will then ask a series of follow up questions which are tailored to the responses the children gave whilst carrying out the conservation task (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(3)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength in relation to scenario (AO2) Credit **one** mark for exemplification/justification of the strength (AO3) For example: • Dexter will use a set of pre-determined questions for his initial conservation task which would not vary between the children increasing reliability of his findings (1) as other researchers would be able to use the same pre-determined questions in further investigations making the clinical interview replicable to retest his findings (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)** **AO1** • The sample was made up of data collected from a total of 2885 Italian child and adult participants. • A wide range of data was collected including unpublished studies such as doctoral dissertations and conference papers. • The study was a meta-analysis of previous research, using 50 adult attachment studies and 17 infant attachment studies. • Cassibba et al. (2013) concluded that whilst secure attachments were most common across both American and Italian cultures there was a higher percentage of avoidant attachments types in the Italian sample. **AO3** • The findings were in respect of attachment in the Italian population so could be considered as ethnocentric and therefore may not be generalisable to other cultures. • The inclusion of unpublished studies which may have had inconclusive findings improves the representativeness of the results of attachment research as it reduces publication bias. • The meta-analysis used data from previous attachment studies and may lack validity as it is difficult to compare studies where interview methods, observations and researchers are different. • Cassibba et al. (2013) has furthered our understanding of cross-cultural attachment as different types such as avoidant attachments are valued, despite American research suggesting it is not desirable. **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** • 88 'high risk' participants were assigned to an intervention group for a parenting programme aiming to promote changes in parent-child relationships. • The intervention programme consisted of a 12-week parenting programme and a 6-week literacy programme. • The 12-week parenting programme included observing videos of parents and children in common situations which either calmed or made the children miserable. • The mean number of sessions attended overall by parents was 5 out of the 18 that were made available to them. **AO3** • Successful strategies from the parenting intervention group could be used with other families deemed as 'high risk' to improve their parent-child relationships. • O'Connor et al. (2013) adapted their 28-week programme to an 18-week programme so this is a more cost-effective model that children services can access for their support of 'high risk' families. • Having the opportunity for group discussions, role play and observing videos to improve parenting skills may not be practical for all parents as they are not given the chance to join parenting skills programmes. • The programme may be of limited value in helping parents to change their parenting styles if they choose not to take part in the full range of sessions available. **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 accurate definition. For example: • Details received following the witnessing of a crime that has the potential to alter existing memories of actual events (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
6(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one reason (AO1) Credit **one** mark for justification/exemplification (AO3) For example: • Weapon focus suggests that eyewitnesses concentrate their attention on the weapon rather that other details of the crime making it unreliable (1) because weapons create a life-threatening situation so we focus on the item that we see as a danger rather than the face of the perpetrator to aid our survival (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
6(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification (AO1) Credit **one** mark for justification/exemplification (AO3) For example: • Researchers should be aware of the risk of potential harm to participants when using scenes of motor accidents to test eyewitness memory (1) as participants may have been involved in a real accident which would cause them psychological distress to recall details from a video recording (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7	**AO2 (4 marks)** Credit up to **four** marks for accurate description in relation to scenario. For example: • Antisocial personality disorder is characterised by a disregard for social norms which Ciara shows when she shouts aggressively at his neighbours (1). She antagonises them by playing loud music, which again is a trait of the disorder (1). Ciara also demonstrates impulsive behaviour when she throws rubbish at her neighbours (1). She continues to steal from her mother for her own gain and lies which demonstrates the manipulative tendencies of antisocial personality disorder (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
8	**AO3 (2 marks)** Credit up to **two** marks for justification (AO3). For example: • Rosenthal and Jacobson (1968) found that people internalise the expectations of others in respect of behaviour meaning criminals may behave in a way that confirms that belief by committing illegal acts (1). Also, Jahoda (1954) found that boys born on a Wednesday had higher conviction rates than boys born on Monday, as the community expected them to behave anti-socially and they met this expectation (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
9(a)	**AO2 (1 mark)** Credit **one** mark for accurate identification in relation to the scenario. For example: • Independent groups design as they were in the stressful or non-stressful condition. **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
9(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of a strength (AO2) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Only people in the local town who are willing to take part in the investigation will apply (1) so they will be prepared to engage more fully in the recall tasks and actively participate throughout the investigation (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
9(c)	**AO3 (2 marks)** Credit up to **two** marks for accurate conclusions (AO3). For example: Conclusion 1 • Both male and female participants showed better memory for recall of facts in non-stressful conditions (1). Conclusion 2 • Males and females demonstrate similar memory skill for the recall of facts when in a stressful situation (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Indicative Content	Mark
10	**AO1 (4 marks), AO3 (4 marks)** **AO1** • The race of the defendant can influence jurors who may stereotypically think that minority ethnic groups are more likely to be involved in crime. • The attractiveness of the defendant can influence both the terms of bail and conviction. • The accent of the defendant can influence how guilty the jury perceive the defendant to be. • Mock juries are used to measure the effects of the characteristics of defendants on jury decision making. **AO3** • Bradbury and Williams (2013) found that black defendants are more likely to be convicted if the jury consists of higher numbers of other ethnicity jurors. • Downs and Lyons (1991) found that in misdemeanour charges, 'attractive' defendants received lower bail conditions than those judged as 'unattractive'. • Dixon et al. (2002) found in a mock trial that the jury considered the defendant to be more guilty of a crime if they spoke in a strong regional accent. • Controlled conditions are used in mock trials where the variables are controlled so the findings about defendant characteristics may lack ecological validity when considering real trial situations. **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
11	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) helps the offender to re-evaluate the thoughts that has led to their undesirable actions. • CBT has weekly sessions with a trained therapist and the offenders keep a reflective diary of their thoughts between sessions. • CBT programmes that are delivered in prison settings can have a positive effect on recidivism rates. • Offenders can take part in role plays to learn alternative ways to deal with their anger. **AO2** • Vaughan may be able to change his distorted thinking by understanding what triggers his angry outbursts such as throwing objects. • Vaughan may not complete his diary because he lacks commitment as the therapy is part of his prison sentence. • Vaughan may learn how to control his anger so he does not get into fights with his friends in the future when he is released from prison. • Vaughan may take part in role play with other prisoners to learn how to respond appropriately when someone insults him or he does not like what they say. **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)

HEALTH PSYCHOLOGY

Question Number	Answer	Mark
12(a)	**AO1 (1 mark)** Credit **one** mark for an accurate definition. For example: • Problem focused coping strategies target the causes of stress aiming to reduce the cause of the stressor (1). **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
12(b)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of one reason (AO1) Credit **one** mark for justification/exemplification (AO3) For example: • Emotion-focused coping may be an effective strategy as it may be useful when the source of stress is outside the person's control (1) which has been applied by using mindfulness techniques in schools to help students cope with stressful feelings about the examinations they must complete (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
12(c)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for accurate identification of an ethical issue (AO1) Credit **one** mark for accurate justification/exemplification of the ethical issue (AO3) For example: • Researchers should be aware of the risk of potential harm to patients with stress when asking them about their personal coping strategies (1) as they may be more vulnerable to psychological distress due to heightened emotions when recounting their experiences of using coping strategies to the researcher (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
13	**AO2 (4 marks)** Credit up to **four** marks for accurate description in relation to scenario. For example: • Type A personality is characterised by high levels of competitiveness, so Ciara is stressed as Janice is better than her at football (1). Ciara may also be stressed as she is worried about her higher status in maths as she may not achieve as well in the test as Janice (1). Ciara is sensitive to the time urgency of having to wait for the maths test score (1). She ignores suggestions and tries to get her own way with Janice as Type A personalities have a need for dominance (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(4)**

Question Number	Answer	Mark
14	**AO3 (2 marks)** Credit up to **two** marks for justification (AO3). For example: • Brady (1958) found that the stress associated with trying to avoid shocks caused the monkeys to deteriorate and die which supports the exhaustion stage of Selye's GAS explanation (1). Also, Rodriques et al. (2009) found that neural structures associated with emotion are altered when stress hormones are present which can provide support for the alarm stage (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
15(a)	**AO2 (1 mark)** Credit **one** mark for identification of research design in relation to the scenario. For example: • Independent groups design as they had either had or did not have social support. **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(1)**

Question Number	Answer	Mark
15(b)	**AO2 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of strength in relation to the scenario (AO2). Credit **one** mark for justification of strength (AO3). For example: • Only people in the local clinic who are willing to take part in the investigation will apply (1) so they will be prepared to engage more in the research on stress related issues and share their personal experiences (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer
15(c)	**AO3 (2 marks)** Credit up to **two** marks for accurate conclusions (AO3). For example: Conclusion 1 • Males take longer than females to recover from stress when they are coping alone (1). Conclusion 2 • Males and females demonstrate similar recovery times from stress related issues when they have the support of family and friends (1). **Look for other reasonable marking points.** **Generic answers score 0 marks.**

Question Number	Indicative Content	Mark
16	**AO1 (4 marks), AO3 (4 marks)** **AO1** • Stressors activate the hypothalamus which stimulates the pituitary gland, which secretes ACTH. • ACTH stimulates the adrenal cortex which produces the hormone cortisol. • 'Fight or flight' responses are mediated by cognitive appraisal of situations that can activate the HPA axis. • Physical changes to the endocrine system as a result of stress can be found in both humans and animals. **AO3** • Measuring hormone levels to check for increased levels of cortisol associated with stress is an objective measure that provides scientific evidence of the HPA role in stress. • Ordaz et al. (2012) suggest females show greater negative effects to stress during adolescence due to changes in their cortisol levels so gender may be a factor as well as physiological changes. • Lazarus (1999) argues that we use cognitive appraisal techniques in response to stressors help decide if it is a threat and whether we can cope so is not completely driven by the HPA axis. • Neural activity combined with hormones in the blood system from the activation of the HPA axis in humans and animals supports the idea of an innate physiological stress response system. **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)
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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
17	**AO1 (4 marks), AO2 (4 marks)** **AO1** • Cognitive behavioural therapy (CBT) helps the person to re-evaluate the thoughts that has led to their undesirable feelings. • CBT has weekly sessions with a trained therapist and the person keeps a reflective diary of their thoughts between sessions. • CBT for anxiety can use measures before and after treatment outlining clear goals and achievements. • CBT aims to change the patterns of behaviour of clients with anxiety issues. **AO2** • Vaughan may be able to change his distorted thinking by understanding what triggers his anxiety of strangers and new people. • Meeting on a regular basis with a therapist may be difficult for Vaughan due to his anxiety of strangers and new people. • Vaughan may not complete his diary because if he may not be committed to the goal of wanting to face crowds of people. • Vaughan may be able to attend his friends 40th birthday party if he sets this as his motivation for his CBT treatment. **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)
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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)