

**Practical Project Mark Scheme – Unit 2543**

**July 2003**

For each section, the band descriptor, which most closely fits the Practical Project should be determined. The higher mark should then be assigned where all criteria are met, or a lower mark where fewer of the criteria are met.

	<b>BAND 0</b>	<b>BAND 1</b>	<b>BAND 2</b>	<b>BAND 3</b>
<b>Abstract</b>	<b>0</b>	<b>1</b>	<b>2</b>	
	Aspects of the aim, method or findings are described, but are unclear.	The aim, method and findings are evident, but one aspect may lack clarity.	There is a fluent, clear, concise description of the project and its findings, including relevant information, where appropriate, on aim/hypothesis, sample, design, procedure and conclusion.	
<b>Background</b>	<b>0</b>	<b>1 - 2</b>	<b>3 - 4</b>	<b>5</b>
	The study is not based on psychological theory or empirical psychological evidence.	The psychological basis of the study is briefly described but may contain inaccuracies. The rationale for the aim / hypotheses lacks clarity.	The appropriate psychological basis of the study is briefly described. The rationale for the aim / hypotheses follows logically from the psychological basis of the study, but may not be fully explained.	The appropriate psychological basis of the study is concisely described, with understanding. There is a clear rationale for the aim / hypotheses.
<b>Hypotheses</b>	<b>0</b>	<b>1 - 2</b>	<b>3</b>	
	Hypotheses do not reflect the aim or variables being tested.	Appropriate research aim and/or hypotheses are framed.	There is a clear research aim and, as appropriate, clearly operationalised, experimental / correlational and null hypotheses.	
<b>Methodology</b>	<b>0</b>	<b>1 - 2</b>	<b>3 - 5</b>	<b>6 - 8</b>
	The methodology is described, but significant omissions in two or more aspects, eg materials, sample or procedure, make replication impossible.	The methodology is described, but significant omissions in one aspect, eg materials, sample or procedure, make replication difficult.	The methodology is described, with some minor omissions, but replication is possible.	There is a clear, concise description of the methodology, with sufficient detail to permit accurate replication.
<b>Results</b>	<b>0</b>	<b>1 - 2</b>	<b>3 - 5</b>	<b>6 - 8</b>
	Data are not recorded in a comprehensible form and the conclusions are not appropriate.	The data are recorded in a comprehensible form, with some analysis. The calculation of means, or an inferential test, and some aspects of the findings are presented, but may lack clarity.	The data are recorded and analysed in a comprehensible form, with appropriate use of the following: summaries, tables, visual displays, an inferential test; the key aspects of the findings are presented clearly.	The appropriate use of summaries, tables, visual displays and an inferential test clearly and concisely describes and demonstrates an understanding of the data, their analyses and conclusions.
<b>Discussion</b>	<b>0</b>	<b>1 - 2</b>	<b>3 - 6</b>	<b>7 - 10</b>
	The discussion lacks any understanding of the research process.	The project is evaluated, but points made may lack clarity or understanding of the research process.	The project is evaluated, demonstrating some understanding of the research process. Evaluative points are made which, where appropriate, may refer to the psychological context, the methodology, ethical considerations, and suggestions for improvements or future research. They may be list-like or simply observations.	The project is evaluated, clearly and concisely, demonstrating a thorough understanding of the research process. Evaluative points are applied to the project, which, where appropriate, may refer to the psychological context, methodology, ethical considerations and suggestions for improvements or future research.
<b>Presentation &amp; communication</b>	<b>0</b>	<b>1 - 2</b>	<b>3 - 4</b>	
	The report may exceed the word limit, and lack appropriate headings and references.	The report, its references and appendices are presented concisely in the standard format, but there may be minor errors or omissions.	The report, its references and appropriate appendices are presented clearly and concisely, in the standard format.	
<b>TOTAL</b>				<b>40 marks</b>

## Assignment Mark Scheme – Unit 2543

July 2003

For each section, the band descriptor, which most closely fits the assignment, should be determined. The higher marks within the appropriate band should be assigned where the criteria are met. Where fewer criteria are met, the lower marks within the band should be used.

	<b>BAND 0</b>	<b>BAND 1</b>	<b>BAND 2</b>	<b>BAND 3</b>	<b>BAND 4</b>
<b>Issues / Assumptions</b>	<b>0</b>	<b>1 - 3</b>	<b>4 - 6</b>	<b>7 - 9</b>	
	The issues / assumptions identified are inappropriate or are not raised by the source	More than one appropriate psychological issue / assumption raised by the source is identified.	More than one appropriate psychological issue / assumption raised by the source, is identified and is either justified or related to appropriate psychology.	A range of appropriate psychological issues / assumptions, from at least two different areas of psychology and raised by the source, is clearly and concisely identified, justified and related to appropriate psychology.	
<b>Evidence</b>	<b>0</b>	<b>1 - 3</b>	<b>4 - 7</b>	<b>8 - 11</b>	<b>12 – 15</b>
	The evidence described is inappropriate, or contains significant errors and inaccuracies.	Psychological evidence is briefly described and has some relevance to the issues / assumptions.	Appropriate psychological evidence is briefly described and is related to the source, but the relationship may be self-evident. Where the evidence is only partially relevant to the issues/ assumptions its relevance must be explicitly related to the source.	Apposite psychological evidence is described clearly and concisely and with understanding. It is explicitly related to the source	Apposite and detailed psychological evidence is presented clearly, concisely and accurately, and is explicitly related to the source. The evidence demonstrates an understanding of different areas of psychology.
<b>Applications</b>	<b>0</b>	<b>1 - 3</b>	<b>4 - 7</b>	<b>8 – 10</b>	
	The suggestions do not apply psychological knowledge to the issues / assumptions.	The suggestions apply psychological knowledge to the issues / assumptions raised in the source.	The suggestions apply appropriate psychological knowledge explicitly to issues / assumptions raised in the source. They are based on psychological evidence, related to the source and show some pragmatic understanding or evaluation.	The suggestions apply apposite psychological knowledge explicitly to the issues / assumptions raised in the source, from different areas of psychology. They are based on apposite psychological evidence, related explicitly to the source, showing perceptive and pragmatic understanding and evaluation.	
<b>Presentation &amp; communication</b>	<b>0</b>	<b>1 – 2</b>	<b>3 - 4</b>	<b>5 – 6</b>	
	The assignment may exceed the word limit, may lack coherence, rarely uses psychological terms or they are used erroneously. No references are supplied.	The assignment may exceed the word limit. It uses some psychological terms accurately. References are supplied, but there are significant errors and omissions. Only a bibliography is supplied.	The assignment is concise and coherent using a range of psychological terms accurately. References are noted in the text and supplied in the standard format, but there may be minor errors and omissions.	The assignment is concise and coherent displaying a good understanding of a wide range of psychological terms. All references are noted in the text and supplied in the standard format.	
<b>TOTAL</b>					<b>40 marks</b>