

2004
Summer Series



Advanced Extension Award

Pilot Mark Scheme

Psychology

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Dr. Michael Cresswell Director General

SECTION A – THEORETICAL ISSUES AND DEBATES

1

Total for this question: 30 marks

- (a) McGhee (2001) asserts that costs and benefits are “subjective” (**Item Y, line 1**). Explain what you understand by this, and illustrate your answer by reference to psychological research.

6 marks)

Marking criteria

A clear explanation of the term “subjectivity” in relation to costs and benefits could refer to the intrusion of personal bias, beliefs, values, prejudice, expectations, or group membership which might colour the investigator’s perception of what constitutes a cost or a benefit. Explanations might distinguish between judgement as to whether a feature of the investigation is likely to incur costs for the individual, or whether the outcome of an investigation could incur costs for a particular group. For example, Jensen’s investigation into IQ and race lent support to the wider culture’s racist attitudes.

Illustration by reference to an example from research may be drawn from any topic in psychology, but is most likely to be drawn from social psychology, in particular Milgram’s work or critics of Milgram.

Whilst the question and text refer to costs and benefits, the focus of the answer should be on demonstrating understanding of the concept “subjective”. Therefore, there would be no penalties from partial performance.

Marking allocation

Explanation of the term “subjectivity” in relation to costs and benefits, with illustration by an example from research.

Band	Mark Descriptors	Marks
Band 3	Thorough understanding of the term “subjective” in relation to costs and benefits. Coherent, focused explanation presented in a clear precise and logical style . Effective use of examples and appropriate terminology .	5-6 marks
Band 2	Clear understanding of the term “subjective” in relation to costs and benefits. A generally focused explanation , presented in an appropriate style, using appropriate examples and terminology .	3-4 marks
Band 1	Limited understanding of the term “subjective” in relation to costs and benefits. Response lacks focus, examples not clear, though appropriate terminology is employed .	1-2 marks

(b) Briefly consider **one** type of bias in psychological research.

(9 marks)

Marking criteria

Candidates will need to identify and explain the type of bias on which they intend to focus. For example:

- Cultural bias.
- Gender bias.
- Researcher bias.
- Bias in interpretation.

Whilst it is likely that candidates focusing on researcher bias will make reference to a number of different studies, in particular Rosenthal's work, candidates who focus on cultural and gender bias will probably include, in their explanation, clarification of different types of bias.

Cultural Bias

- Etic, emic.
- Ethnocentric bias – assume development and interaction are the same across cultures and races often characterised by anglo European orientation.
- Individualist versus collectivist cultures.

Gender Bias

- Alpha (theories assuming real and enduring differences).
- Beta (theories which have ignored or minimised differences).
- Androcentric bias – interpretation of women based on an understanding of the lives of men. Ideas regarding normal behaviour based exclusively on the study of men's development.

Researcher Bias

- Investigator bias at each stage in the research process.(e.g. bias in sampling, bias in categorising and interpreting data)
- Bias in relation to specific methods(e.g. observer bias, bias in questioning)
- Issues relating to researcher bias (e.g. reliability, validity, objectivity)

Bias in interpretation

Whereas the above biases are most likely to occur at the planning and execution level of research, this occurs at the end of the research process. Note that it refers to bias not error (e.g. misreading or misinterpreting data/outcomes). An example would be a behaviourist interpreting a study in particular way or (largely historical) studies carried out for 'political' purposes interpreted in support of a particular ideology.

In considering the selected bias, candidates may focus on the effect or impact of the bias on empirical research and/or theory development. Alternatively, candidates may consider implications of the bias for areas of applied psychology, such as psychopathology, educational psychology, developmental psychology or explore and assess strategies to overcome such bias. Whilst candidates are asked to focus on one type of bias, biases tend to overlap and candidates should be credited for recognising this.

Marking allocations

Consideration of one bias based on analysis, synthesis and evaluation of the bias.

Band	Mark Descriptors	Marks
Band 3	Thorough understanding of one type of bias in psychology is evident . A range of highly pertinent material is selected giving an appropriate balance of depth and breadth. Effective analysis and synthesis is evident in a clear, well developed critical appraisal . Highly effective use of material to develop a critical appraisal. Coherent, focused and well structured response presented in a clear, precise and logical style . Effective use of a range of appropriate terminology .	7-9 marks
Band 2	Clear understanding on one type of bias in psychology is evident . A range of relevant material is selected giving a balance of depth and breadth. Analysis and synthesis is evident in a clear critical appraisal . Effective choice of material to support the appraisal. Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology .	4-6 marks
Band 1	One type of bias in psychology is described . Limited, superficial discussion of the bias is presented with little evidence of analysis and synthesis. Some material to support the discussion is presented. The response lacks focus and structure, though appropriate terminology is employed .	1-3 marks

(c) (i) Identify **two** psychological investigations:

- one in which you believe the benefits to society have exceeded the costs;
- one in which you believe the costs to have exceeded the benefits to society.

For each, justify your choice by reference to costs and benefits of the study.

(15 marks)

Marking criteria.

Candidates will need to select and identify 2 investigations on which to focus. To do this, they will need to consider the weight of costs versus benefits as credit will depend on the justification rather than the choice. The costs and benefits used to justify selection of the 2 studies will depend on the studies selected, though the stimulus material should provide a reminder to candidates of a range of possible costs and benefits; ethical; methodological; financial; political; individual; social and cultural. Examiners are reminded that to gain marks, candidates must explain the selection of each study by appropriate, well reasoned weighing up the costs in relation to the benefits. Candidates will need to develop a clear line of argument which reflects thoughtful analysis, synthesis and evaluation.

Given the emphasis on ethics in the stimulus material, it is likely ethics will dominate consideration of the costs. The ethical principles most likely to be addressed are those of deception, consent and informed consent, withdrawal, debriefing, protection of participants. Less likely, but of significance, are confidentiality, privacy and the wider social responsibilities relating to the research topic and the implications of findings, for example, in research into racial differences (socially sensitive research) and the obligation to undertake socially meaningful research. Discussion and evaluation of ethical costs may reflect the subjectivity of judgements regarding what is a cost and what is a benefit; and the immediate versus the long term impact of an investigation might be addressed. In considering the benefits, it is likely that candidates will cite evidence of the contribution of the study to stimulating further research, theory building, applications, policy and/or practices. To gain credit, such “benefits” must be related to the specific study.

To justify their selection of the 2 studies, candidates will need to consider the balance between costs and benefits. This could entail strategies to limit costs; motivational epistemological reasons for deception (Kelman, 1974) and whether these are necessary or sufficient reasons for deception; evidence of acceptance of deception (Krupat & Garonzik, 1994); the inadequacy of informed consent; the effectiveness of debriefing. They might address whether the study is theory driven or applied; whether the costs are in terms of the actual participant or a wider social group; whether the technically ethical study is inherently unethical because of the prejudices of investigators/society/funding agencies. Candidates might also consider some of the difficulties in aggregating and weighing costs and benefits.

Maximum band 2 if only one investigation is addressed.

Marking allocations

Understanding of the main costs and benefits associated with 2 psychological investigations.

Band	Mark Descriptors	Marks
Band 3	Accurate and detailed knowledge of costs and benefits associated with both psychological investigations. A range of highly pertinent material is selected giving an appropriate balance of depth and breadth. Thorough understanding of the costs and benefits associated with both psychological investigations is evident.	5-6 marks
Band 2	Accurate and detailed knowledge of costs and benefits associated with both psychological investigations. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of costs and benefits associated with both psychological investigations is evident. <i>Or accurate and detailed understanding of costs and benefits associated with one psychological investigation. A range of highly pertinent material is selected giving an appropriate balance of depth and breadth, showing thorough understanding.</i>	3-4 marks
Band 1	Costs and benefits associated with the psychological investigations are identified . Material presented represents either depth or breadth . Limited understanding of costs and benefits associated with one or both psychological investigations. <i>Or accurate and detailed understanding of costs and benefits associated with one psychological investigation. A range of relevant material is selected, giving a balance of depth and breadth. Showing clear understanding.</i>	1-2 marks

Justification of choice based on analysis, synthesis and evaluation of the costs and benefits relevant to each psychological investigation.

Band	Mark Descriptors	Marks
Band 3	Effective analysis and synthesis is evident in a clear, well developed line of argument. Judgements regarding the choice of studies are based on thorough analysis of the costs and benefits. Highly effective use of material to support line of argument. Coherent, focused and well structured response presented in a clear precise and logical style . Confident and effective use of a range of appropriate terminology .	7-9 marks
Band 2	Analysis and synthesis evident in a well reasoned series of arguments . Judgements regarding the choice of studies are based on assessment of costs and benefits. Effective choice of material to support the arguments presented. Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology . <i>Partial performance: effective analysis and synthesis is evident in a clear, well developed line of argument. Judgements regarding the choice of one study are based on thorough analysis of the costs and benefits. Highly effective use of material to support the line of argument. Coherent, focused and well structured response presented in a clear precise and logical style. Effective use of a range of appropriate terminology.</i>	4-6 marks
Band 1	Limited, superficial discussion of why the studies were selected, with little evidence of analysis and synthesis . Judgements regarding the choice of studies are unclear or absent . Some material to support the discussion is presented. Response lacks focus and structure though appropriate terminology is employed . <i>Partial performance: analysis and synthesis evident in a well reasoned series of arguments. Judgements regarding the choice of one study are based on assessment of costs and benefits. Effective choice of material to support the arguments presented. Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology.</i>	1-3 marks

(c) (ii) Discuss Gross’s view that “traditional mainstream western academic psychology is inherently unethical”. **(Item Z, line 8)** (15 marks)

Marking Criteria

In order to discuss Gross’s view candidates will need to make clear what they see as his view. This may entail relating the quote to issues raised earlier in the extract to elucidate what he means or merely unpacking the quote. The quotation draws attention to a particular sector of psychology. That which is *traditional western, and academic*. Thus suggesting that other sectors, e.g. more contemporary, non western, applied psychology may not be inherently unethical. Candidates might approach discussion by focusing on what they consider to be “traditional” “western” and “academic”, and cite examples of research that falls into this category and is or is not unethical as evidence to support or challenge Gross’s view. They might equally develop the line of argument by focusing on research which does not fall into this category and or is not unethical. Candidates might legitimately argue that these features are not equally culpable.

Also open to debate is whether this sector of psychology is *inherently* unethical. The earlier part of the extract highlights how the constraints and values influence what is studied and the objectivity of psychological enquiry. Some candidates may choose to focus the discussion on whether psychology is “*inherently unethical*”, Gross’s view suggests that most psychologists, most of the time are trying to answer questions which stem from all kinds of prejudices. Most of the time psychologists are unaware of these prejudices. Alternatively a less pessimistic view could be presented arguing that it is possible to act in an ethical manner, adopt strategies to deal with bias and manage constraints and cite examples of such strategies.

Another legitimate possibility is to question Gross’s link between ethics and bias in research (e.g. sexism and Eurocentrism). Whilst such biases exist, whether they should be regarded as ethical concerns is open to debate. This leads to a critical consideration of just what constitutes ethical concerns in psychology. An interesting line of argument would be that ethics is not just a matter of what research is carried out and how but what are the consequences of such research. Socially sensitive research would be an interesting topic to explore here.

Marking allocations

Presentation of arguments/evidence for and against the Gross’s view that traditional western academic psychology is inherently unethical

Band	Mark Descriptors	Marks
Band 3	Accurate and detailed understanding of arguments for and against the view that traditional western academic psychology is inherently unethical. A range of highly pertinent material is selected giving an appropriate balance of depth and breadth. showing thorough understanding of the view that traditional western academic psychology is inherently unethical	5-6 marks
Band 2	Accurate and detailed understanding of arguments for and against the view that traditional western academic psychology is inherently unethical. A range of relevant material is selected, giving a balance of depth and breadth, showing clear understanding the view that traditional western academic psychology is inherently unethical.	3-4 marks
Band 1	Arguments for and against the view that traditional western academic psychology is inherently unethical are identified . Material presented represents either depth or breadth . Limited understanding the view that traditional western academic psychology is inherently unethical.	1-2 marks

Analysis, synthesis and evaluation of the view that traditional western academic psychology is inherently unethical.

Band	Mark Descriptors	Marks
Band 3	Effective analysis and synthesis is evident in a clear, well developed line of argument. Evaluation is based on thorough analysis of arguments for and against the view. Highly effective use of material to support line of argument. Coherent, focused and well structured response presented in a clear precise and logical style . Effective use of a range of appropriate terminology .	7-9 marks
Band 2	Analysis and synthesis is evident in a well reasoned series of arguments . Evaluation is based on assessment of arguments for and against the view. Effective choice of material to support the arguments presented. Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology .	4-6 marks
Band 1	Limited, superficial discussion of the <i>view</i> that traditional western academic psychology is inherently unethical, with little evidence of analysis and synthesis . Evaluation is unclear or absent . Some material to support the discussion is presented. Response lacks focus and structure though appropriate terminology is employed .	1-3 marks

SECTION B – METHODOLOGY**1****Total for this question: 30 marks**

(a) Design an appropriate study to investigate the relationship between social skills and computer games.	(15 marks)
(b) Explain and justify your design decisions.	(9 marks)
(c) Explain and justify how you might analyse and interpret your data.	(6 marks)

Given the open-ended nature of the questions in **Section B** it is not appropriate to offer indicative content. Candidates may offer very many different legitimate ways to study the stimulus material scenario.

Examiners should be mindful of accepting either qualitative or quantitative approaches if these are made appropriate.

(a) Design of the investigation

Band	Mark Descriptors	Marks
Band 3	Hypotheses and/or aims are appropriate and clearly stated . The design is sufficiently detailed for full replication possible. The design is accurate and appropriate for the study of the stimulus material scenario. There will be appropriate use of specialist terms .	11-15 marks
Band 2	Hypotheses and/or aims are largely appropriate and clearly stated . The design is sufficiently detailed for some replication . The design is largely accurate and appropriate for the study of the stimulus material scenario. There will be some use of specialist terms .	6-10 marks
Band 1	Hypotheses and/or aims are largely inappropriate and/or unclearly stated . The design is muddled and/or largely inappropriate for the study of the stimulus material scenario. There will be little or no use of specialist terms . Replicability will be difficult or impossible due to omissions. Material is generic and there is no explicit engagement with the stimulus material.	0-5 marks

(b) Explanation/justification of design decisions

Band	Mark Descriptors	Marks
Band 3	Thorough evaluation of design decisions. Material has been elaborated and used in a highly effective manner . There is awareness of ethical, gender, race and cultural issues where appropriate.	7-9 marks
Band 2	Adequate but slightly limited evaluation of design decisions. Material is sometimes elaborated and used in a reasonably effective manner .	4-6 marks
Band 1	Limited or inappropriate evaluation of design decisions. Material is not used effectively or may be irrelevant . Material is generic and there is no explicit engagement with the stimulus material	0-3 marks

(c) Explanation/justification of analysis/interpretation of data.

Band	Mark Descriptors	Marks
Band 3	Proposals for analysis and interpretation are appropriate and accurate . They are discussed coherently with commentary which is relevant to the chosen design.	5-6 marks
Band 2	Proposals for analysis and interpretation of data are included and are largely appropriate and accurate, and are sometimes coherent .	3-4 marks
Band 1	Proposals for analysis and interpretation vaguely mentioned or irrelevant . Material is generic and there is no explicit engagement with the stimulus material.	0-2 marks

SECTION C – APPLICATION**1****Total for this question: 30 marks**

Using your knowledge of psychology, discuss possible explanations as to what makes people happy.
(30 mark)

Marking criteria

Candidates may draw upon the following possible explanations of happiness:

- Positive self attributions, e.g. self-serving attributional bias.
- Behaviourist explanations, e.g. positive associations/positive reinforcement/SLT.
- Unconditional positive regard.
- Maslow's hierarchy of needs.
- Self-efficacy.
- Locus of control.
- Positive effects of relationships/social support research.
- Lack of mental illness.
- Lack of stress/ability to deal with stress.
- Work satisfaction.
- Environmental explanations, e.g. well designed and built environment etc.
- Possible physiological explanations, e.g. dopamine, left-brain activity, inhibition of amygdala, etc.
- Social support research.

Some candidates may focus entirely upon happiness as a deficit of mental illness or stress. Such answers may be awarded with Band 3 marks where a variety of perspectives have been employed in substantial detail.

Marking allocations*Use of knowledge and understanding of explanations of what makes people happy*

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed knowledge to explain what makes people happy. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding of explanations of what makes people happy.	9-12 marks
Band 2	Accurate and detailed knowledge of what makes people happy. A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of explanations of what makes people happy.	5-8 marks
Band 1	Explanations of what makes people happy are described . Material presented represents either depth or breadth. Limited understanding of explanations of what makes people happy.	0-4 marks

Commentary, analysis and synthesis of explanations of happiness

Band	Mark Descriptors	Marks
Band 3	Effective analysis and synthesis is evident in a clear, well developed presentation of what makes people happy. Evaluation of explanations of what makes people happy is informed and thorough. Highly effective use of material to support lines of argument.	9-12 marks
Band 2	Analysis and synthesis is evident in a clear presentation of explanations of what makes people happy. Evaluation of what makes people happy is slightly limited. Effective choice of material to support the lines of argument.	5-8 marks
Band 1	Limited, superficial discussion of explanations of what makes people happy, with little evidence of analysis and synthesis. Evaluation of explanations of what makes people happy is limited. Some material to support the lines of argument is presented.	0-4 marks

Structure and Coherence

Band	Mark Descriptors	Marks
Band 3	Coherent, focused and well structured response presented in a clear, precise and logical style. Confident and effective use of a range of appropriate terminology.	5-6 marks
Band 2	Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology.	3-4 marks
Band 1	Response lacks focus and structure though appropriate terminology is employed.	0-2 marks

2

Total for this question: 30 marks

Critically consider how *two* psychological approaches might explain why many people enjoy different types of shopping. (30 marks)

Marking criteria:

It should be noted that this question requires the candidate to consider how psychological approaches *might* explain the enjoyment of different types of shopping, therefore it is an example of applying psychology rather than applied psychology. This is perhaps a subtle difference but it is an important one.

There are a number of key features in the question which give the candidate a variety of routes s/he can employ in responding to it. It is not necessary for the candidate to engage with them all.

The specification names the following approaches therefore they are likely to be the favourites:

- the cognitive approach (e.g. cognitive decision making; dissonance)
- the psychodynamic approach (e.g. satisfaction of id drives)
- the behavioural approach (e.g. reinforcement or modelling)
- humanism (e.g. satisfying basic needs)
- the evolutionary approach (e.g. making ‘statements’ about status)

Others are, of course, quite legitimate.

The reference in the question to ‘many people’ legitimately opens up the area of individual differences/variability although candidates are not required to follow this up. Those who do could focus upon, for example

- personality differences
- factors relating to group membership (e.g. differentiating youth culture factors)
- gender differences
- developmental (e.g. age-related) differences
- cultural/sub-cultural differences

Another, related, possibility is that some people *dislike* shopping. Answers could legitimately focus on how psychological approaches might explain this.

The reference to different types of shopping may be taken to refer to (literally) different types or different aspects of shopping. Examples which could be ‘psychologically worked’ include

- different items for example cars and clothes (for example in relation to self image and/or group membership)
- shortages shopping

- credit shopping
- the effects of excess consumer choice/making choices
- ‘window shopping’ versus buying

If a candidate offers more than two psychological approaches both should be marked but only the best two credited. If only one is given partial performance marks should be awarded (see Marking Allocations below).

Candidates may legitimately offer two ‘separate’ approaches (e.g. psychoanalysis or cognitive) or two ‘sub-sets’ from within the same global approach (e.g. classical and operant conditioning, or conditioning and modelling – all drawn from learning theory).

Marking allocations

Use of knowledge and understanding of two psychological approaches explanation of the enjoyment of shopping.

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed knowledge of how two psychological approaches might explain enjoyment of shopping. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth.	9-12 marks
Band 2	Accurate and detailed knowledge of how two psychological approaches might explain enjoyment of shopping. A range of relevant material is selected, giving a balance of depth and breadth. <i>If only one psychological approach is given: Substantial, accurate and detailed knowledge of how one psychological approach might explain enjoyment of shopping. A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth.</i>	5-8 marks
Band 1	Explanations of how two psychological approaches might explain enjoyment of shopping. Material presented represents either depth or breadth. <i>If only one psychological approach is given: Accurate and detailed knowledge of how one psychological approach might explain enjoyment of shopping. A range of relevant material is selected, giving a balance of depth and breadth.</i>	0-4 marks

Commentary, analysis and synthesis of two psychological approaches explanation of the enjoyment of shopping.

Band	Mark Descriptors	Marks
Band 3	<p>Effective analysis and synthesis is evident in a clear, well developed presentation of the explanations of the two psychological approaches. Evaluation of the explanations of two psychological approaches for enjoyment of shopping is informed and thorough.</p> <p>Highly effective use of material to support lines of argument.</p>	9-12 marks
Band 2	<p>Analysis and synthesis is evident in a clear presentation of the explanations of the two psychological approaches. Evaluation of the explanations of two psychological approaches for enjoyment of shopping is slightly limited. Effective choice of material to support the lines of argument.</p> <p><i>If only one psychological approach is given:</i> <i>Effective analysis and synthesis is evident in a clear, well developed presentation of the explanation of one psychological approach. Evaluation of the explanation of one psychological approach for enjoyment of shopping is informed and thorough.</i> <i>Highly effective use of material to support lines of argument.</i></p>	5-8 marks
Band 1	<p>Limited, superficial discussion of the explanations of the two psychological approaches. Evaluation of the extent to which psychology can inform understanding of complex social issues is limited. Evaluation of the extent to which psychology can inform understanding of complex social issues is limited.</p> <p><i>If only one psychological approach is given:</i> <i>Analysis and synthesis is evident in a clear presentation of the explanation of one psychological approach. Evaluation of the explanation of one psychological approach for enjoyment of shopping is slightly limited. Effective choice of material to support the lines of argument.</i></p>	0-4 marks

Structure and Coherence

Band	Mark Descriptors	Marks
Band 3	<p>Coherent, focused and well structured response presented in a clear precise and logical style. Confident and effective use of a range of appropriate terminology.</p>	5-6 marks
Band 2	<p>Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology.</p>	3-4 marks
Band 1	<p>Response lacks focus and structure though appropriate terminology is employed.</p>	0-2 marks

3

Total for this question: 30 marks

Discuss the extent to which psychology can inform our understanding of complex social issues, such as those raised in the quotations above. (30 marks)

Marking criteria

Likely content:

- Effects of institutionalisation.
- Zimbardo.
- Research on bystander behaviour, e.g. diffusion of responsibility; Piliavin’s model of response to an emergency situation.
- Berkowitz – aggressive cues.
- Conformity research.
- Cognitive conflict, e.g. Lewin.
- Collective behaviour research, e.g. Turner’s emergent norm theory; Brown’s typology of crowds.
- Tajfel – in group, out group behaviour.
- Sherif’s realistic conflict research.
- Obedience research.
- Social learning theory.
- Practical difficulties of researching a complex area, e.g. control of variables, trade off against research that is ecologically valid, necessary experimental reductionism, problems of conducting social research in laboratories.
- Social behaviour is often culture bound and therefore, research has limited scope or generalisability.
- Findings of research are contingent upon historical period; so any understanding achieved may have a limited shelf-life.
- Notable achievements of social research.
- Contrast with other disciplines’ focus on social research, e.g. sociology, anthropology etc.

Marking allocations*Use of knowledge and understanding of psychological issues raised in the source(s)*

Band	Mark Descriptors	Marks
Band 3	Substantial, accurate and detailed knowledge to explain issues raised in the source(s). A range of highly pertinent material is selected, giving an appropriate balance of depth and breadth. Thorough understanding of explanations of issues raised in the source(s).	9-12 marks
Band 2	Accurate and detailed knowledge of psychological issues raised in the source(s). A range of relevant material is selected, giving a balance of depth and breadth. Clear understanding of psychological issues raised in the source(s).	5-8 marks
Band 1	Explanations of psychological issues raised in the source(s) are described. Material presented represents either depth or breadth. Limited understanding of explanations of psychological issues raised in the source(s).	0-4 marks

Commentary, analysis and synthesis of extent to which psychology can inform our understanding of complex social issues

Band	Mark Descriptors	Marks
Band 3	Effective analysis and synthesis is evident in a clear, well developed presentation of the extent to which psychology can inform understanding of complex social issues. Evaluation of the extent to which psychology can inform understanding of complex social issues is informed and thorough . Highly effective use of material to support lines of argument.	9-12 marks
Band 2	Analysis and synthesis is evident in a clear presentation of the extent to which psychology can inform understanding of complex social issues. Evaluation of the extent to which psychology can inform understanding of complex social issues is slightly limited . Effective choice of material to support the lines of argument.	5-8 marks
Band 1	Limited, superficial discussion of the extent to which psychology can inform understanding of complex social issues, with little evidence of analysis and synthesis . Evaluation of the extent to which psychology can inform understanding of complex social issues is limited . Evaluation of the extent to which psychology can inform understanding of complex social issues is limited .	0-4 marks

Structure and Coherence

Band	Mark Descriptors	Marks
Band 3	Coherent, focused and well structured response presented in a clear precise and logical style . Confident and effective use of a range of appropriate terminology .	5-6 marks
Band 2	Clear, logical, structured response which is generally focused and is presented in an appropriate style, using appropriate terminology .	3-4 marks
Band 1	Response lacks focus and structure though appropriate terminology is employed .	0-2 marks