

Levels-based Mark Scheme Guidance

GCE Psychology (2015)

Specification Pearson Edexcel Level 3

Advanced Subsidiary GCE in Psychology (8PS0)

First teaching from September 2015

First certification from 2016

Advanced GCE in Psychology (9PS0)

First teaching from September 2015

First certification from 2017

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General Guidance on Marking– GCE Psychology

All candidates must receive the same treatment.

Examiners should look for qualities to reward rather than faults to penalise. This does NOT mean giving credit for incorrect or inadequate answers, but it does mean allowing candidates to be rewarded for answers showing correct application of principles and knowledge.

Examiners should therefore read carefully and consider every response: even unconventional answers may be worthy of credit.

Candidates must make their meaning clear to the examiner to gain the mark. Make sure that the answer makes sense. Do not give credit for correct words/phrases which are put together in a meaningless manner. Answers must be in the correct context.

Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the Team Leader must be consulted.

Using the mark scheme

The mark scheme gives:

- an idea of the types of response expected
- how individual marks are to be awarded
- the total mark for each question
- examples of responses that should NOT receive credit (where applicable).

- 1 / means that the responses are alternatives and either answer should receive full credit.
- 2 () means that a phrase/word is not essential for the award of the mark, but helps the examiner to get the sense of the expected answer.
- 3 [] words inside square brackets are instructions or guidance for examiners.
- 4 Phrases/words in **bold** indicate that the meaning of the phrase or the actual word is **essential** to the answer.
- 5 TE (Transferred Error) means that a wrong answer given in an earlier part of a question is used correctly in answer to a later part of the same question.

Levels-based Mark Scheme guidance

Contents

Introduction	5
Section A: Levels-based mark scheme rules	6
Section B: Taxonomy rules	7
Section C: Mark allocation rules	8
Section D: Levels based mark schemes	10

Introduction

This Levels-based Mark Scheme (LBMS) guidance is provided to enable centres to support their candidates in the skills required for successful external examinations.

The taxonomy (command words) rules contained within this guidance have been used when the Sample Assessment Material was developed and has been followed when assessing the Sample Assessment Material in the exemplar material. Both of these documents can be found on the Pearson Edexcel GCE Psychology 2015 website.

Centres may find it beneficial to review this document in conjunction with:

- **GCE Psychology 2015 A Level Sample Assessment Material**
- Assessment Objectives descriptors in **GCE A Level Psychology 2015 (9PS0) specification** (page 4)
- **Taxonomy (command words)** descriptors in Appendix 6 of the **GCE A Level Psychology 2015 (9PS0) specification** (page 77-78)
- **GCE Psychology 2015 A Level Exemplar Material**

The LBMS guidance highlights the Assessment Objectives for the new format extended response assessment, which centres are directed to review carefully.

Centres should utilise the LBMS rules within this document to support their internal assessment of candidates for extended response questions (8-20 marks) and embed exam skills into the delivery of the specification.

Section A: Levels-based mark scheme rules

There are 4 different mark tariffs of LBMS questions:

- 8 marks
- 12 marks
- 16 marks
- 20 marks

The mark tariff will determine the amount of detail required of a candidate in order to address the question. In conjunction with this the command word used in the question will determine the emphasis necessary in terms of AO1, AO2 and AO3.

A Levels-based Mark Scheme is broken down into levels. Each level is represented by a descriptor. These descriptors articulate what a candidate is required to demonstrate in their answer in order to achieve that level.

The requirement for and focus of particular Assessment Objectives (AOs) will be transparent for both candidates and markers as the taxonomies published in the specification establish the requirements of a candidate's response mechanism and the following rules will be applied to maintain a consistent and reliable focus.

Section B: Taxonomy Rules

Discuss –

- Does not require any conclusions to be made so applicable for AO1 and AO2 questions.

Evaluate, Assess, To what extent –

- Require judgements and conclusions to be made so applicable for AO1 and AO3 questions. Where AO2 is also required, the question will have a very specific signpost to the given scenario or application (e.g. clinical psychology) so that it is clear to candidates that they need to provide supporting evidence from the scenario or application in their answer.

Section C: Mark allocation Rules

8 marks

AO1 (4) AO2 (4)

OR

AO1 (4) AO3 (4)

Always requires underpinning knowledge (AO1) and this will either be combined with an equivalent emphasis of either application (AO2), or judgement/conclusion (AO3) depending on the focus of the question. Where the question requires AO2 the wording of the question will signpost the link to the scenario/context. If no signposting/mention of scenario is given then candidates will be advised in the question to evaluate/draw conclusions for an AO1+AO3 response.

There will be a cap put on the emphasis of AO2 in any question to 4 marks (this is because as the tariff increases there is a limit on the amount that can be usefully said about a context without drawing conclusions). The expected proportion of response is indicated in indicative content. This cap will be a constant throughout. However as the mark tariffs increase there will be more scope for an increase in knowledge and understanding required in order to make sustained and comprehensive judgements and conclusions.

12 marks

AO1 (6) AO3 (6) equal as in the 8 mark AO1/AO3 question

OR

AO1 (4) AO2 (4) AO3 (4)

For questions of this mark tariff there will never be an AO1 + AO2 question as there can never be any more than 4 marks of AO2 (because we believe it is unrealistic to expect a candidate to produce this amount of detail on a context without drawing conclusions) and Pearson do not want to heavily weight AO1 in questions of this magnitude.

16 marks and 20 marks

AO1 (6) AO3 (10)

OR

AO1 (6) AO2 (4) AO3 (6)

AO1 (8) AO3 (12)

OR

AO1 (8) AO2 (4) AO3 (8)

These are the higher order mark tariff questions found only in the A level. They are intended to stretch the high ability candidates and therefore have a greater emphasis on AO3, even where multiple AOs are identified as being assessed.

AO1 is capped at 6 marks because the focus of an evaluative question is on AO3, with candidates drawing on AO1 to support responses. Successful responses will only require the smaller proportion of AO1 to support extensive evaluative points; this is reflected in levels and indicative content.

Where all three AOs are being assessed, the same amount of AO1 is required (capped at 6 marks) but the remaining emphasis is split between AO2 and AO3 maintaining a higher emphasis on AO3 and keeping AO2 at the capped 4 marks level.

For the 20 mark questions a similar ratio of AO1-AO3 is maintained by increasing both AO1 and AO3 by the same amount whilst AO2 is capped at 4 marks. This is to reflect the fact that at 20 marks there will be more knowledge and understanding required to contribute to the judgement/conclusion.

Section D: Levels Based Mark Schemes

8 mark Evaluate (4 AO1, 4 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
	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)

12 mark Evaluate (6 AO1, 6 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks)		
	0	No rewardable material.
Level 1	1-3 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	4-6 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	7-9 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	10-12 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)

12 mark Evaluate (4 AO1, 4 AO2, AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs application vs evaluation/conclusion in their answer.

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks), AO3 (4 marks)		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) 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	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

16 mark Evaluate (6 AO1, 10 AO3)

Candidates must demonstrate a greater emphasis on evaluation/conclusion vs knowledge and understanding in their answer. Knowledge & understanding is capped at maximum 6 marks.

Level	Mark	Descriptor
AO1 (6 marks), AO3 (10 marks)		
	0	No rewardable material.
Level 1	1-4 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	5-8 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	9-12 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	13-16 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)

16 mark Evaluate (6 AO1, 4 AO2, 6 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.

Application to the context is capped at maximum 4 marks

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)		
	0	No rewardable material.
Level 1	1-4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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	5-8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques & procedures). (AO2) 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	9-12 marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques & procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) 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	13-16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)

20 mark evaluate (AO1 8, AO3 12)

Candidates must demonstrate a greater emphasis on evaluation/conclusion vs knowledge and understanding in their answer. Knowledge & understanding is capped at maximum 8 marks

Level	Mark	Descriptor
AO1 (8 marks), AO3 (12 marks)		
	0	No rewardable material.
Level 1	1–4 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	5–8 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	9–12 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	13–16 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)
Level 5	17–20 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 and presents a balanced response, leading to an effective nuanced and balanced conclusion. (AO3)

8 mark Discuss (4 AO1, 4 AO2)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks)		
	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)

8 mark Assess (4 AO1, 4 AO3)

Candidates must demonstrate an equal emphasis between Knowledge and understanding vs assessment/conclusion in their answer.

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
	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)

16 mark Assess (6 AO1, 4 AO2, 6 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.
Application to the context is capped at maximum 4 marks.

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)		
	0	No rewardable material.
Level 1	1–4 Marks	<p>Demonstrates isolated elements of knowledge and understanding. (AO1)</p> <p>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)</p> <p>Generic assertions may be presented. Limited attempt to address the question. (AO3)</p>
Level 2	5–8 Marks	<p>Demonstrates mostly accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)</p> <p>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)</p>
Level 3	9–12 Marks	<p>Demonstrates accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)</p> <p>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)</p>
Level 4	13–16 Marks	<p>Demonstrates accurate and thorough knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates the ability to integrate and synthesise relevant knowledge. (AO2)</p> <p>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)</p>

20 mark Assess (AO1 8, AO3 12)

Candidates must demonstrate a greater emphasis on assessment /conclusion vs knowledge and understanding in their answer. Knowledge & understanding is capped at maximum 8 marks.

Level	Mark	Descriptor
AO1 (8 marks), AO3 (12 marks)		
	0	No rewardable material.
Level 1	1–4 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	5–8 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	9–12 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 will be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a logical assessment, containing logical chains of reasoning throughout which consider a range of factors. Demonstrates an understanding of competing arguments/factors but does not fully consider the significance of each which in turn leads to an imbalanced judgement being presented. (AO3)
Level 5	17–20 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates a full understanding and awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

12 mark 'To what extent' (6 AO1, 6 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks)		
	0	No rewardable material.
Level 1	1–3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4–6 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 judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	7–9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	10–12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective nuanced and balanced judgement/decision. (AO3)

16 mark 'To what extent' (6 AO1, 4 AO2, 6 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.
Application to the scenario is capped at maximum 4 marks.

Level	Mark	Descriptor
AO1 (6 marks), AO2 (4 marks), AO3 (6 marks)		
	0	No rewardable material.
Level 1	1–4 Marks	<p>Demonstrates isolated elements of knowledge and understanding. (AO1)</p> <p>Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)</p> <p>A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)</p>
Level 2	5–8 Marks	<p>Demonstrates mostly accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)</p> <p>Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)</p>
Level 3	9–12 Marks	<p>Demonstrates accurate knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2)</p> <p>Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)</p>
Level 4	13–16 Marks	<p>Demonstrates accurate and thorough knowledge and understanding. (AO1)</p> <p>Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates throughout the skills of integrating and synthesising relevant knowledge with consistent linkages to psychological concepts and/or ideas. (AO2)</p> <p>Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to an effective nuanced and balanced judgement/decision. (AO3)</p>

20 mark 'To what extent' (8 AO1, 4 AO2, 8 AO3)

Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.

Application to the scenario is capped at maximum 4 marks.

Level	Mark	Descriptor
AO1 (8 marks), AO2 (4 marks), AO3 (8 marks)		
	0	No rewardable material.
Level 1	1–4 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) A judgement/decision may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	5–8 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Line(s) of argument occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material leading to a judgement/decision being presented. Candidates will demonstrate a grasp of competing arguments but response may be imbalanced. (AO3)
Level 3	9–12 Marks	Demonstrates accurate knowledge and understanding. (AO1) Line(s) of argument supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures). Might demonstrate the ability to integrate and synthesise relevant knowledge. (AO2) Displays a mostly developed and logical argument, containing mostly coherent chains of reasoning. Demonstrates an awareness of competing arguments, presenting a judgement/decision which may be imbalanced. (AO3)
Level 4	13–16 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates throughout the skills of integrating and synthesising relevant knowledge with consistent linkages to psychological concepts and/or ideas. (AO2) Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments and presents a balanced response, leading to a balanced judgement/decision. (AO3)
Level 5	17–20 Marks	Demonstrates accurate and comprehensive knowledge and understanding. (AO1) Line(s) of argument supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). Demonstrates consistently the skills of integrating and synthesising relevant knowledge with thorough, accurate linkages to psychological concepts and/or ideas. (AO2)

		Displays a well-developed and logical argument, containing logical chains of reasoning throughout. Demonstrates a full awareness of competing arguments and presents a fully balanced response, leading to an effective nuanced and balanced judgement/decision. (AO3)
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