

Psychology Paper 3 Mark Scheme

Question Number	Answer	Mark
1(a)	<p style="text-align: center;">AO1 (1 mark), AO2 (1 mark)</p> <p>One mark for describing a concept that could be used and a further mark for applying this concept appropriately to the scenario.</p> <p>For example:</p> <ul style="list-style-type: none"> • Jacob could use Vygotsky's concept of scaffolding by slowly removing support (1). He could do this by demonstrating how to place the puzzle pieces and slowly encouraging his younger brother to place the pieces himself (1). • Jacob could use his knowledge of the zone of proximal development to identify what his younger brother can do with help (1). He could show how the puzzle pieces fit together, which his younger brother does not know, and observe when this skill becomes actual rather than proximal (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
1(b)	<p style="text-align: center;">AO2 (1 mark), AO3 (1 mark)</p> <p>One mark for identifying why Vygotsky's theory of cognitive development is better and a further mark for relating this to the scenario.</p> <p>For example:</p> <p>Vygotsky's theory of cognitive development is better than Piaget's because it takes account of the social aspect of learning which Piaget would not take into account as he says that children are independent learners (1). By completing the puzzle with his brother he is more likely to complete it faster (1).</p> <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
2(a)	<p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for interpreting the mean and one mark for interpreting the standard deviation.</p> <p>For example:</p> <ul style="list-style-type: none"> • The mean shows that teachers and charity workers were more likely to be caring because they have a higher score for generativity than the other participants (1). • The standard deviation suggests that there is a greater spread in the caring rating for the teachers and charity workers compared to the small spread of scores around the mean for the other participants (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
2(b)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for stating what Erikson meant by generativity.</p> <p>For example:</p> <p>Generativity is for caring and guiding the next generation (1).</p> <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
2(c)	<p style="text-align: center;">AO3 (3 marks)</p> <p>Three marks for ideas as to why this interpretation may be flawed.</p> <p>For example:</p> <ul style="list-style-type: none"> • The researchers did not ask participants about whether or not they had children/were involved in occupations that needed caring. The 'other group' may include doctors and nurses or those with children and grandchildren (1). • The mean age of both groups was 40 years, which means that not all participants were in this psychosexual stage of development. Erikson has been criticised for the ambiguity between ages and stages (1). • Participants may guess the nature of the study and respond in a way that makes themselves look caring or satisfy the perceived aims of the study which might cause bias (1). <p>Look for other reasonable marking points.</p>	(3)

Question Number	Answer	Mark
3(a)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for identification of number of significant findings (each separate relationship should only be counted once).</p> <ul style="list-style-type: none"> • 5/Five (1). <p>Reject other answers.</p>	(1)

Question Number	Answer	Mark
3(b)	<p style="text-align: center;">AO1 (2 marks)</p> <p>One mark for description and one mark for development.</p> <ul style="list-style-type: none"> • The probability of results being by chance factors in less than 1% /The likelihood of the relationship occurring by chance alone is 1% (1). • This result is considered to be (statistically) highly significant (1). <p>Look for other reasonable marking points.</p>	(2)

Question Number	Answer	Mark
3(c)	<p style="text-align: center;">AO3 (3 marks)</p> <p>One mark for each point describing an alternative research method linked to how the data would be more detailed.</p> <p>Alternative methods include interviews, case studies, focus groups or observations.</p> <p>No credit is given for interviewing the infant, as this would not be feasible.</p> <p>For example:</p> <ul style="list-style-type: none"> • The researcher could spend some time observing the child's interactions with the caregiver to gather a greater range of behaviours (1). • They should observe the level of emotional warmth the caregiver shows to the child when the child needs something that reduces social desirability (1). • The researcher could document comments made by the caregiver to the child and comments made by the child to the caregiver to determine temperament and maternal sensitivity increasing mundane realism (1). <p>Look for other reasonable marking points.</p>	(3)

Question Number	Indicative content
4	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> The strange situation set up a procedure of caregiver and stranger entrance and exits to observe the reactions of the children. The stranger enters the room in the presence of the caregiver, and is left alone with the child as the caregiver leaves the room. An observer/video camera records the behaviour/emotional reaction of the child/when a caregiver leaves the room and stranger enters. The stranger attempts to console the child in the absence of the caregiver. On reuniting, the caregiver tries to console the child. <p>AO2</p> <ul style="list-style-type: none"> Connor would have demonstrated stranger fear, being wary of the stranger and distressed by their presence. He demonstrated separation anxiety at his caregiver leaving him in the room. Connor is likely to show resistance at the prospect of exploring the room, including the toys in it. When the caregiver returned Connor would demonstrate resistance to their return, and be difficult to console. <p>Look for other reasonable marking points.</p>

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

Question Number	Indicative content
5	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none"> Classical conditioning would suggest that the child gains pleasure in food. They associate the caregiver with food which makes them happy when they see the caregiver. A caregiver will also tend to the child when distressed. This reduces the child's distress. Over time they associate the caregiver with an absence of distress. If the caregiver reinforces the child's behaviour, i.e. smiles to the child when they try and talk, the child will continue to talk to the caregiver, and gains pleasure in being rewarded. The caregiver also receives reward as they gain pleasure from seeing the child talk. This reciprocal reinforcement strengthens the attachment between caregiver and child. Bowlby's maternal deprivation hypothesis suggests a child has an innate need to attach to a main attachment figure (monotropy). The quality of this attachment is significantly greater than any future attachments. <p>AO3</p> <ul style="list-style-type: none"> Bowlby concluded that prolonged separation/maternal deprivation in the first two years of life increases the likelihood that the child will exhibit affectionless psychopathy. Evidence for maternal deprivation can be found in his forty-four thieves study (1944). Fourteen children from the main group were identified as affectionless psychopaths. Of these, twelve had experienced prolonged separation from their mothers in their first two years of life. These theories suggest infants would be unable to form attachments with others than those who feed them or calm them. This has been disproved by Schaffer & Emerson (1964) as children can form relationships with more than one care giver. Harlow's monkeys showed that they were soothed by a surrogate mother that did not give them food as it was a padded frame. This would not occur if they associated the parent just with food. Harlow's monkeys did show that monkeys reared in isolation from their mothers suffered emotional and social difficulties as they grew. Research into animals may not be applicable to humans due to the complexity of human social relationships. Rutter has found that children form attachments to a number of caregivers, and even inanimate objects. Attachment research has influenced childcare, resulting in guidance regarding a high staff to child ratio and low staff turnover in childcare settings. <p>Look for other reasonable marking points.</p>

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
Candidates must demonstrate an equal emphasis between knowledge and understanding versus 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)

SECTION B: OPTION 1 CRIMINOLOGICAL PSYCHOLOGY

Question Number	Answer	Mark
6(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>One mark for description of empathy.</p> <p>For example:</p> <ul style="list-style-type: none"> • They do not think of others • The ability to understand and share the feelings of others <p>Look for other reasonable marking points.</p>	(1)

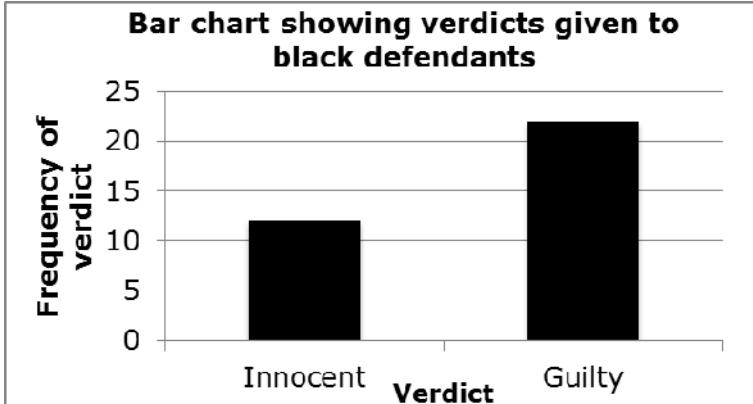
Question Number	Answer	Mark
6(b)	<p style="text-align: center;">AO3 (1 mark)</p> <p>One mark for commenting on the validity of clinical interviews.</p> <p>For example:</p> <ul style="list-style-type: none"> • The diagnosis is undertaken by clinical assessment, which can be very subjective, based on the clinician's opinion (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
7(a)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for calculation of the range.</p> <p>9/Nine (1).</p> <p>Reject all other answers.</p>	(1)

Question Number	Answer	Mark
7(b)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for correct percentage.</p> $(6/8) \times 100 = 75\%$ <p>Reject all other answers.</p>	(1)

Question Number	Answer	Mark
7(c)	<p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for dividing the $(\text{sum of values})^2$ by 7 ($n-1$). One mark for deriving the correct answer. Award two marks for correct answer, if no working shown. $\text{The } (\text{sum of values})^2 / (n-1) = 80/7$ One mark for calculating the square root = 3.38 to two decimal points.</p> <p>Reject all other answers.</p>	(2)

Question Number	Answer	Mark
7(d)	<p style="text-align: center;">AO3 (4 marks)</p> <p>One mark for identifying the implication and one mark for justifying the implication. Maximum two marks for identifying implications with no justification.</p> <p>For example:</p> <ul style="list-style-type: none"> • It is not possible to say that eight participants represent the wider population (1). It can therefore be difficult to confidently say that these factors really do affect eyewitness testimony (1). • They may have responded in a way that demonstrated their knowledge of psychology, not how they would have typically reacted without this information (1). Their responses would therefore not reflect a naïve population, presenting biased results (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark						
8(a)	<p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for appropriate title/labelling. One mark for accurate bars.</p> <p>For example:</p>  <table border="1"> <caption>Bar chart showing verdicts given to black defendants</caption> <thead> <tr> <th>Verdict</th> <th>Frequency of verdict</th> </tr> </thead> <tbody> <tr> <td>Innocent</td> <td>12</td> </tr> <tr> <td>Guilty</td> <td>22</td> </tr> </tbody> </table> <p>Accept reverse axes.</p>	Verdict	Frequency of verdict	Innocent	12	Guilty	22	(2)
Verdict	Frequency of verdict							
Innocent	12							
Guilty	22							

Question Number	Answer	Mark
8(b)	<p style="text-align: center;">AO3 (4 marks)</p> <p>One mark for each identification and one mark for linked justification, for each issue.</p> <p>For example:</p> <ul style="list-style-type: none"> The participants may be less emotionally invested in a mock trial than a juror in a real case (1). This may reduce the effort they put into their responses (1). Mock juries often use students as jury members (1). This is not representative of the age and experience of a real jury (1). Mock juries do not reflect real life criminal cases (1). This results in low ecological validity (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Indicative content
9	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>Response should include more than one ethical issue, i.e. distress, protection of participant, consent etc.</p> <p>AO1</p> <ul style="list-style-type: none"> When undertaking research it is important that the offender has the right to withdraw from the research if they choose not to continue. The offender may experience distress when speaking of their crimes. They may be traumatised by their offence and not want to speak about it. The offender should provide voluntary consent to participate. Due to some offences being potentially high profile, it is important that they are informed what will happen with the information they provide. The type of research undertaken, i.e. interviews or questionnaires, presents with different ethical issues. <p>AO3</p> <ul style="list-style-type: none"> To cause an offender distress by speaking about their offence goes against ethical guidelines. If an offender has committed a specific crime, documenting this may make them identifiable, which goes against the guideline of protection of the participant and can contribute to distress. Offenders may believe that they have to participate and may be negatively viewed by prison staff if they do not. This may mean that they agree to participate to avoid perceived repercussions rather than because they want to take part. To use questionnaires it is possible to undertake anonymous research, whereas interviews would involve meeting the offender directly. <p>Look for other reasonable marking points.</p>

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
Candidates must demonstrate an equal emphasis between knowledge and understanding versus 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
10	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none">• CBT works by changing a person's thoughts about a situation, which affects how they react to that situation.• It involves a person spending time with a therapist and learning to reflect on their own behaviour.• It can be accessed in a number of ways, such as self-help materials and via therapists. This makes it more accessible to a wider range of people.• It can help to reduce the irrational beliefs and physical symptoms experienced with anger. <p>AO2</p> <ul style="list-style-type: none">• Haruto can be supported to start to recognise his anger triggers.• He can then be taught how to change his thoughts about these triggers, so that they no longer make him angry.• Freya can be introduced to relaxation skills to reduce her anger, which will make her less aggressive.• They could both address the faulty thinking that is associated with making them experience anger in the first place. <p>Look for other reasonable marking points.</p>

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks)		
<p>Candidates must demonstrate an equal emphasis between knowledge and understanding versus application in their answer.</p>		
	0	No rewardable material
Level 1	1–2 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>
Level 2	3–4 marks	<p>Demonstrates mostly accurate knowledge and understanding. (AO1)</p> <p>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)</p>
Level 3	5–6 marks	<p>Demonstrates accurate knowledge and understanding. (AO1)</p> <p>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)</p>
Level 4	7–8 marks	<p>Demonstrates accurate and thorough knowledge and understanding. (AO1)</p> <p>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)</p>

SECTION B: OPTION 2 HEALTH PSYCHOLOGY

Question Number	Answer	Mark
11(a)	<p style="text-align: center;">AO1 (1 mark)</p> <p>One mark for description of the resistance stage.</p> <ul style="list-style-type: none"> • The body lowers production of the stress hormones (1). • Physiological functions return to normal (1). • Blood glucose levels and adrenaline levels remain high (1). <p>Look for other reasonable marking points.</p>	(1)

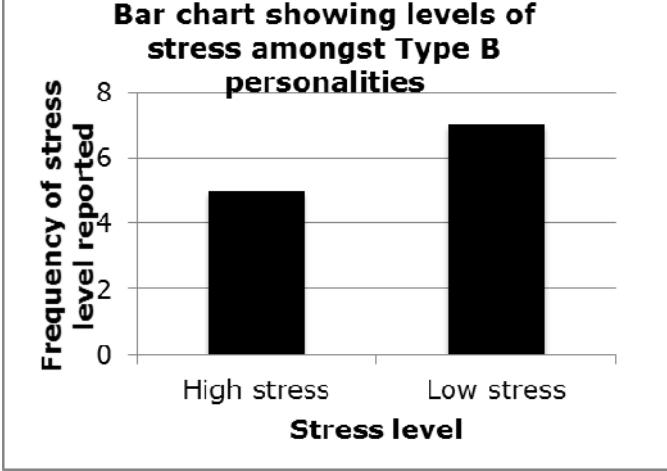
Question Number	Answer	Mark
11(b)	<p style="text-align: center;">AO3 (1 mark)</p> <p>One mark for commenting on why self-report data is valid to measure stress.</p> <ul style="list-style-type: none"> • Self-report data is directly about the individual which is 'real life' data (1). <p>Look for other reasonable marking points.</p>	(1)

Question Number	Answer	Mark
12(a)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for calculation of the range.</p> <p>7/Seven (1).</p> <p>Reject all other answers.</p>	(1)

Question Number	Answer	Mark
12(b)	<p style="text-align: center;">AO2 (1 mark)</p> <p>One mark for correct percentage.</p> <p>$(7/12) * 100 = 58\%$.</p> <p>Accept 58.3% Reject all other answers.</p>	(1)

Question Number	Answer	Mark
12(c)	<p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for dividing the (sum of values)² by 11 (n-1) One mark for deriving at the correct answer. Award two marks for correct answer, if no working shown. $\text{The (sum of values)}^2 / (\text{n}-1) = \mathbf{146.25/11}$ One mark for calculating the square root = 3.65 to two decimal points.</p> <p>Reject all other answers.</p>	(2)

Question Number	Answer	Mark
12(d)	<p style="text-align: center;">AO3 (4 marks)</p> <p>One mark for identifying the implication and one mark for justifying the implication. Maximum two marks for identifying implications with no justification.</p> <p>No credit is given for description of the methodology.</p> <ul style="list-style-type: none"> The participants may not have been able to fully respond in the way they wanted (1). This means their responses may not reflect their stress-management skills (1). The over structured nature of the questions may have led to bias in the responses (1). The questions therefore may have guided participants to respond in a particular way rather than giving an open response (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Answer	Mark						
13(a)	<p style="text-align: center;">AO2 (2 marks)</p> <p>One mark for appropriate title/labelling. One mark for appropriate bars.</p> <p>For example:</p>  <p>Bar chart showing levels of stress amongst Type B personalities</p> <table border="1"> <thead> <tr> <th>Stress level</th> <th>Frequency of stress level reported</th> </tr> </thead> <tbody> <tr> <td>High stress</td> <td>5</td> </tr> <tr> <td>Low stress</td> <td>7</td> </tr> </tbody> </table> <p>Accept reverse axes.</p>	Stress level	Frequency of stress level reported	High stress	5	Low stress	7	(2)
Stress level	Frequency of stress level reported							
High stress	5							
Low stress	7							

Question Number	Answer	Mark
13(b)	<p style="text-align: center;">AO3 (4 marks)</p> <p>One mark for each identification and one mark for linked justification, for each issue.</p> <p>For example:</p> <ul style="list-style-type: none"> Assessment of personalities tend to categorise people into types (1). This is an oversimplified way of defining personalities (1). People have pre-conceived ideas of their own personality type (1) and answer in a way which is consistent with this (1). The data is self-report so individuals may feel embarrassed to discuss their true stress levels (1). As a result they may lie about their stress level, resulting in demand characteristics (1). <p>Look for other reasonable marking points.</p>	(4)

Question Number	Indicative content
14	<p style="text-align: center;">AO1 (4 marks), AO3 (4 marks)</p> <p>All issues regarding human ethics, i.e. consent, right to withdraw are accepted, as long as this is applicable to focus groups. More than one ethical issue must be introduced.</p> <p>AO1</p> <ul style="list-style-type: none"> Human research is heavily regulated by legislation in order to protect participants. All individuals should be offered the ability to leave the study at any point, even part way through a focus-group discussion. No one should be forced to take part in the focus group, and provide consent willingly. Focus groups are often video/tape recorded to help with data collection. The purpose of this recording and how it will be stored securely needs to be considered clearly. <p>AO3</p> <ul style="list-style-type: none"> Individuals may experience heightened distress if the topic is personal to them, and others will witness this distress, which can heighten distress further. As the researcher is actively involved in the study and responding to the comments being given, the questions they ask have the potential to appear judgemental if not controlled carefully. Focus groups may not be the most ethical methodology when discussing a sensitive topic due to concerns about confidentiality within the group, as a result of the public nature of the disclosure. Individuals may be reluctant to leave the study, even if distressed for fear of being judged by others in the group. Participants are less likely to be deceived by the nature of the discussion. <p>Look for other reasonable marking points.</p>

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks)		
Candidates must demonstrate an equal emphasis between knowledge and understanding versus 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
15	<p style="text-align: center;">AO1 (4 marks), AO2 (4 marks)</p> <p>AO1</p> <ul style="list-style-type: none">• CBT works by changing a person's thought about a situation, which affects how they react to that situation.• It is helpful as a way of treating anxiety as it can help to reduce the irrational beliefs and physical symptoms experienced with this condition.• It can be accessed in a number of ways, such as self-help materials and via therapists.• It involves an individual spending time with a therapist and learning to reflect on their own behaviour, such as triggers for their anxiety. <p>AO2</p> <ul style="list-style-type: none">• Javier can be supported to start to recognise what specifically makes him anxious when he leaves the house.• He can then be taught how to change his thoughts about these triggers, so that they no longer make him anxious.• He can be introduced to relaxation skills to reduce his anxiety.• He could also address the faulty thinking that is associated with making him experience anxiety in the first place. <p>Look for other reasonable marking points.</p>

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks)		
<p>Candidates must demonstrate an equal emphasis between knowledge and understanding versus application in their answer.</p>		
	0	No rewardable material
Level 1	1–2 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>
Level 2	3–4 marks	<p>Demonstrates mostly accurate knowledge and understanding. (AO1)</p> <p>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)</p>
Level 3	5–6 marks	<p>Demonstrates accurate knowledge and understanding. (AO1)</p> <p>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)</p>
Level 4	7–8 marks	<p>Demonstrates accurate and thorough knowledge and understanding. (AO1)</p> <p>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)</p>