

Command words for extended questions only

Evaluate the ethical considerations of research within social psychology. (8)

Discuss the diagnosis of mental disorders in terms of deviance and dysfunction. You must make reference to the context in your answer. (8)

Assess the extent to which psychology could be considered a science. (20)

'Of all biological factors, hormones play the most important role in explaining human aggression, however they have little role to play in social learning theory explanations'.

To what extent do you agree with this statement? (12)

Extended open command words and AOs

- 'Evaluate', 'Assess', 'To what extent' will either be AO1 and AO3 (with no scenario/context), or AO1, AO2, AO3 (with a scenario/context).
- 'Discuss' will only ever be AO1 and AO2 and 8 marks.
- AO2 application will only ever be 4 of the available marks in an extended open question (8–20 marks).
- Extended open questions (8–20 marks) are marked using levels and are not points based marked

Evaluate - showing the levels (8 marks)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited . Limited attempt to address the question . (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material , leading to a superficial conclusion being made. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced . (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments , presenting a balanced conclusion. (AO3)

Assess - showing the levels (8 marks)

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question . (AO3)
Level 2	3–4 marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to an assessment being presented which considers a range of factors . Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance . The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment , containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Evaluate vs Assess

- AO1 is the same on the level descriptors.
- 'Evaluate' is looking for strengths and weaknesses, leading to conclusions.
- 'Assess' is looking for arguments for and against, leading to judgements.

Discuss - showing levels (8 marks)

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

To what extent – levels (12 marks)

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs judgement/conclusion in their answer.		
	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)

Command word top tips

- ✓ 'Define' questions can include suitable examples if they show appropriate knowledge of the concept being defined.
- ✓ 'Describe' questions do not require justification but some development is required (i.e. it is more than just a brief definition).
- ✓ 'Explain' questions do require some form of justification/exemplification/reasoning.
- ✓ 'Assess', 'Evaluate', 'To what extent' all require judgements/conclusions whereas 'Discuss' does not.

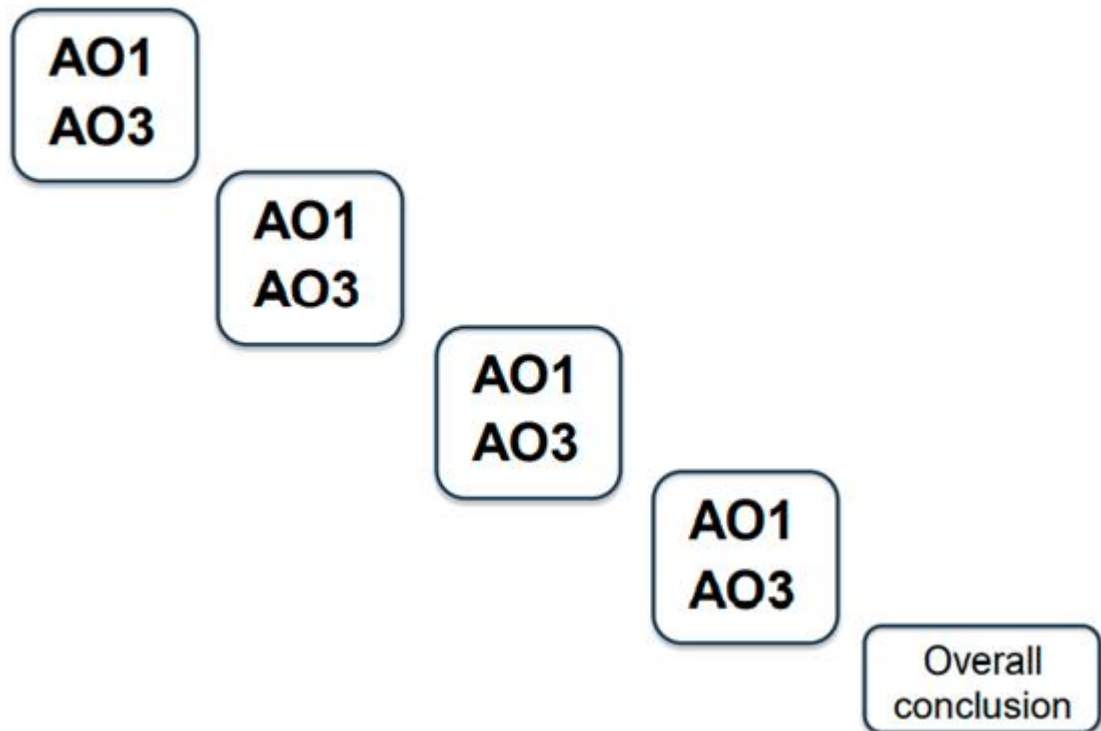
Command word advice

- ❖ Students should know the definitions of the taxonomy (command words).
- ❖ Students should know that application is required when a scenario/context is used in a question, regardless of the command word being used.
- ❖ For 8–20 mark questions, students should know what each command word is assessing (e.g. 'Discuss' is always AO1 and AO2).
- ❖ Students should try to use an appropriate amount of material for the command word being used.

Integrated approach

- AO1 and AO3 integrated, rather than separate blocks of content.
- Point – elaborate – evaluate (or equivalent) – interim conclusion/comment or judgement/comment.
- May be more effective for studies.
- Enables logical chains of reasoning and balance of content.
- May not be as effective for theories or treatments though

Structure of an integrated essay



Example of integrated style

Point (AO1)

- Sherif's study took place in a natural setting for the boys.

Elaborate (AO1)

- The Eagles and the Rattlers competed in baseball and other tasks in Robber's cave state park in Oklahoma with a campsite, camp counsellors and a normal setting for a summer camp.

Evaluate (AO3)

- The natural setting of the state park and activities like baseball mean that the 11 year old boys would have acted normally for a competitive situation leading to prejudice meaning that the study had high ecological validity.

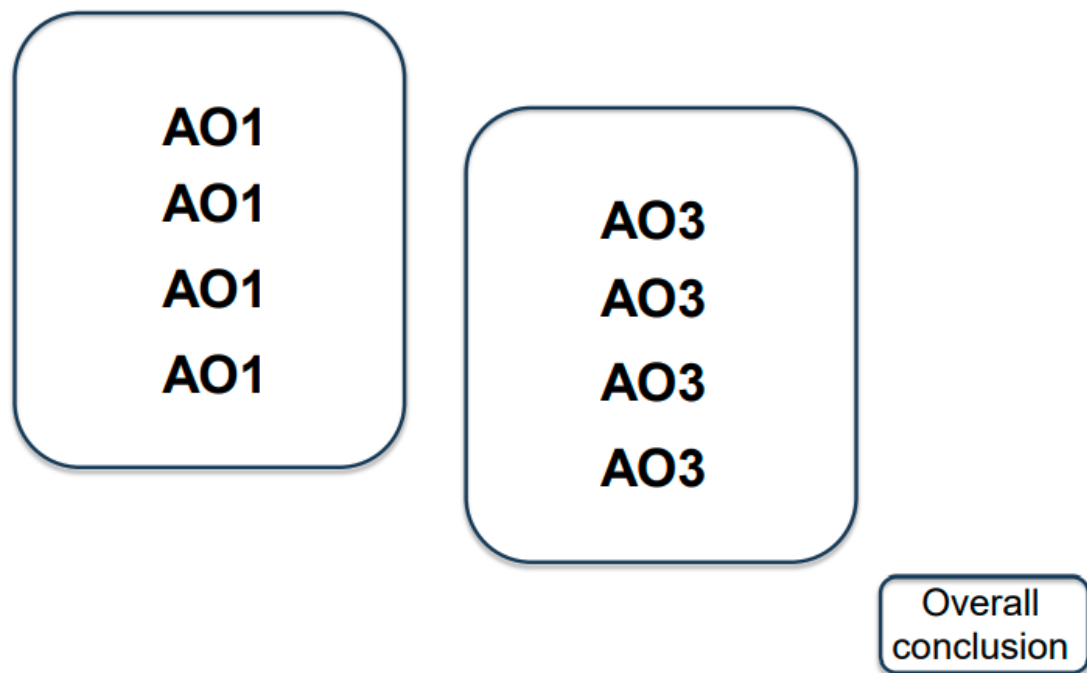
Interim conclusion/comment (AO3)

- Sherif's study could be considered a good explanation of how prejudice may occur in the real world due to the normal setting in which it was carried out.

Separated approach

- AO1 and AO3 separated, rather than weaved together.
- Block of AO1, followed by a block of AO3 content.
- May be more effective for theories or treatments.
- Can be more logical in terms of chains of reasoning and balance of content for different content.
- May not be as effective for studies though.

Structure of a separated essay



Extended responses – Key questions

- There is a key question within each topic
- The key question can be chosen by the teacher or by the student
- There are some suitable examples given in the specification, but you do not have to use these
- Key questions can be assessed at AS level directly on paper 1 (8PS0/01) and paper 2 (8PS0/03)
- Key questions can be assessed at A level directly on paper 1 (9PS0/01) and paper 2 (9PS0/03) and can be used where relevant in paper 3 (9PS0/03)

Key questions – what should candidates include?

AO1: Knowledge and understanding

- How is the key question relevant for today's society?
- How may the key questions directly affect individuals in today's society?
- How is the key question likely to affect society as a whole?
- Are there any relevant examples which could help show knowledge of the key question?.

AO2: Application to theories, concepts, studies

AO3: Evaluation, analysis of theories, concepts, studies leading to judgements and/or conclusions

- What concepts theories and/or research can be used from the content from the specification to explain the key question?
- How can they explain how the key question has developed in today's society?
- How can they explain how to reduce or eliminate the impact of the key question on today's society?

Key questions – advice

- ✓ Candidates need to remember to say how the chosen key question is relevant for today's society
 - *How is it likely to affect individuals in society?*
 - *How is it likely to affect society as a whole?*
- ✓ For AO2 and AO3, candidates need to try and use a range of theories, concepts, and studies (as appropriate) from the topic to apply, evaluate and analyse the key question in terms of its relevance to today's society
- ✓ The key question needs to be appropriate
 - Some key questions that have been used by candidates have not been appropriate so have limited the credit candidates could be awarded

Issues and Debates

- Variety of issues and debates included with examples at the end of each topic
- A level Paper 1 (9PS0/01) and Paper 3 (9PS0/03) have extended open questions in terms of issues and debates
- Questions on Paper 1 (9PS0/01) combine one of the topics on the paper with the issue or debate
- Questions on Paper 3 (9PS0/03) can combine the issue or debate with topics covered throughout the course or ask standalone questions about the issue or debate

Issues and debates – advice

- ✓ Use a variety of content from the relevant parts of the specification
- ✓ Clearly explain how the content presented links to the issue or debate
- ✓ Use both sides of an argument and give evidence for and against the issue or debate
- ✓ Have frequent judgements and/or conclusions throughout the response and not just at the end
- ✓ In terms of AOs, remember to offer a balanced response where required (e.g. 8 mark questions) and to offer an imbalanced response where required (e.g. 20 mark questions)

Taxonomy (command word)	Assessment Objective (AO) being assessed	Example question
Evaluate (8 or 12 marks at AS level), (8–20 marks at A level)	AO1 and AO3 (some for each) when there is no stimulus/stem to refer to 8 marks = 4 AO1, 4 AO3 12 marks = 6 AO1, 6 AO3 16 marks = 6 AO1, 10 AO3 20 marks = 8 AO1, 12 AO3	A level SAMs, Paper 1, Q3 (p13)
Evaluate (12 marks at AS level), (12, 16 marks at A level)	AO1, AO2, AO3 (some for each) when candidates must refer to a stimulus/stem 12 marks = 4 AO1, 4 AO2, 4 AO3 16 marks = 6 AO1, 4 AO2, 6 AO3	A level SAMs, Paper 3, Q5 (p151)
Assess (8 marks at AS level), (8, 20 marks at A level)	AO1 and AO3 (some for each) when there is no stimulus/stem to refer to 8 marks = 4 AO1, 4 AO3 20 marks = 8 AO1, 12 AO3	A level SAMs, Paper 1, Q10 (p20)
Assess (16 marks at A level)	AO1, AO2, AO3 (some for each) when candidates must refer to a stimulus/stem 16 marks = 6 AO1, 4 AO2, 6 AO3	A level SAMs, Paper 2, Q10 (p76)
Discuss (8 marks at AS level), (8 marks at A level)	AO1 and AO2 (some for each) when candidates must refer to a stimulus/stem 8 marks = 4 AO1, 4 AO2	A level SAMs, Paper 1, Q13 (p13)
To what extent? (12 marks at AS level), (12 marks at A level)	AO1 and AO3 (some for each) when there is no stimulus/stem to refer to 12 marks = 6 AO1, 6 AO3	AS level SAMs, Paper 2, Q10 (p68)
To what extent? (16 or 20 marks at A level)	AO1, AO2, AO3 (some for each) when candidates must refer to a stimulus/stem 16 marks = 6 AO1, 4 AO2, 6 AO3 20 marks = 8 AO1, 4 AO2, 8 AO3	A level SAMs, Paper 2, Q14 (p82)