**Paper 1+2 Assessment**

**Paper 1 Assessment**

**Duration: 2 hours**

Paper 1 assesses the core of the syllabus: the biological, cognitive and sociocultural levels of analysis. The paper is divided into two sections (section A and section B).

Students have two hours to answer paper 1. It is recommended that students spend approximately one hour on section A and one hour on section B.

The maximum mark for the paper is 46.

**Section A**

The purpose of this section is to assess students’ knowledge and understanding of all three levels of analysis.

Students are required to answer three short-answer questions, one on the syllabus content of each level of analysis.

Assessment objective 1 (knowledge and comprehension) and 2 (application and analysis) command terms will be used in section A questions.

The maximum mark for section A is 24.

**Command terms associated with assessment objective 1: Knowledge and comprehension**

* define
* describe
* outline
* state

**Command terms associated with assessment objective 2: Application and analysis**

* analyse
* apply
* distinguish
* explain

**Markbands for paper 1: Section A**

The framework below provides a general guide for teachers to the assessment of responses to paper 1 section A questions. Markschemes prepared for each examination question guide the awarding of marks by examiners.

|  |  |
| --- | --- |
| **Markband** | **Level descriptor** |
| 0 | The answer does not reach a standard described by the descriptors below. |
| Low  1-3 | There is an attempt to answer the question, but knowledge and understanding is limited, often inaccurate, or of marginal relevance to the question. |
| Mid  4-6 | The question is partially answered. Knowledge and understanding is accurate but limited. Either the command term is not effectively addressed or the response is not sufficiently explicit in answering the question. |
| High  7-8 | The question is answered in a focused and effective manner and meets the demands of the command term. The response is supported by appropriate and accurate knowledge and understanding of research. |

**Paper 1 Section B and Paper 2**

The purpose of this section is to assess students’ knowledge and understanding of the levels of analysis.

Theoretical and/or empirical support is required in all answers.

Students are required to answer one out of a choice of three essay questions drawn from the learning outcomes of the levels of analysis.

In order to access the full range of marks available in the assessment criteria, all questions in section B of paper 1 will include an assessment objective 3 command term (synthesis and evaluation). Within a question, assessment objective 1 and 2 command terms may also be used.

Each question is worth 22 marks. The maximum mark for each extended response question is 22.

**Command terms associated with assessment objective 3: Synthesis and evaluation**

* compare
* compare and contrast
* contrast
* discuss
* evaluate
* examine
* to what extent

**Assessment criteria for paper 1: Section B**

**A Knowledge and comprehension**

|  |  |
| --- | --- |
| **Marks** | **Level descriptor** |
| 0 | The answer does not reach a standard described by the descriptors below. |
| 1-3 | The answer demonstrates limited knowledge and understanding that is of marginal relevance to the question. Little or no psychological research is used in the response. |
| 4-6 | The answer demonstrates limited knowledge and understanding relevant to the question or uses relevant psychological research to limited effect in the response. |
| 7-9 | The answer demonstrates detailed, accurate knowledge and understanding relevant to the question, and uses relevant psychological research effectively in support of the response. |

**B Evidence of critical thinking: Application, analysis, synthesis, evaluation**

|  |  |
| --- | --- |
| **Marks** | **Level descriptor** |
| 0 | The answer does not reach a standard described by the descriptors below. |
| 1-3 | The answer goes beyond description but evidence of critical thinking is not linked to the requirements of the question. |
| 4-6 | The answer offers appropriate but limited evidence of critical thinking or offers evidence of critical thinking that is only implicitly linked to the requirements of the question. |
| 7-9 | The answer integrates relevant and explicit evidence of critical thinking in response to the question. |

**C Organization**

|  |  |
| --- | --- |
| **Marks** | **Level descriptor** |
| 0 | The answer does not reach a standard described by the descriptors below. |
| 1-2 | The answer is organized or focused on the question. However, this is not sustained throughout the response. |
| 3-4 | The answer is well organized, well developed and focused on the question. |

**Command terms with definitions**

Students should be familiar with the following key terms and phrases used in examination questions, which are to be understood as defined below. Other terms may also be used to direct students to present an argument in a specific way.

**Analyse -** Break down in order to bring out the essential elements or structure.

**Apply-** Use an idea, equation, principle, theory or law in relation to a given problem or issue.

**Compare -** Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.

**Compare and contrast -** Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

**Contrast-** Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.

**Define -** Give the precise meaning of a word, phrase, concept or physical quantity.

**Describe -** Give a detailed account.

**Discuss -** Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.

**Distinguish -** Make clear the differences between two or more concepts or items.

**Evaluate -** Make an appraisal by weighing up the strengths and limitations.

**Examine -** Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.

**Explain -** Give a detailed account including reasons or causes.

**Outline -** Give a brief account or summary.

**State -** Give a specific name, value or other brief answer without explanation or calculation.

**To what extent -** Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.