

These areas are not hierarchical and not all areas will be relevant in a response. In addition, students could demonstrate a very limited critique of methodologies, for example, and a well-developed evaluation of areas of uncertainty in the same response. As a result a holistic judgment of their achievement in this criterion should be made when awarding marks.

Mark	Level descriptor
0	Does not reach the standard described by the descriptors below.
1–2	There is limited critical thinking and the response is mainly descriptive. Evaluation or discussion, if present, is superficial.
3–4	The response contains critical thinking, but lacks development. Evaluation or discussion of most relevant areas is attempted but is not developed.
5–6	The response consistently demonstrates well-developed critical thinking. Evaluation or discussion of relevant areas is consistently well developed.

#### **Criterion E: Clarity and organization** (2 marks)

This criterion credits students for presenting their response in a clear and organized manner. A good response would require no re-reading to understand the points made or the train of thought underpinning the argument.

Mark	Level descriptor
0	Does not reach the standard described by the descriptors below.
1	The answer demonstrates some organization and clarity, but this is not sustained throughout the response.
2	The answer demonstrates organization and clarity throughout the response.

## Paper 3

Paper 3 assesses the approaches to research in psychology. The paper consists of a research scenario followed by three short-answer questions for a total of 24 marks.

### Question 1

Question 1 will consist of **all** of the following questions, for a total of 9 marks. The questions will be assessed using an analytical markscheme.

Questions	Marks
<b>Identify</b> the research method used and outline two characteristics of the method.	<b>3</b>
<b>Describe</b> the sampling method used in the study	<b>3</b>
<b>Suggest</b> an alternative or additional research method giving one reason for your choice.	<b>3</b>

## Question 2

Question 2 will consist of **one** of the following questions, for a total of 6 marks. The question will be assessed using an analytical markscheme.

Questions	Marks
<b>Describe</b> the ethical considerations that were applied in the study and <b>explain</b> if further ethical considerations could be applied.	<b>6</b>
<b>Describe</b> the ethical considerations in reporting the results and <b>explain</b> additional ethical considerations that could be taken into account when applying the findings of the study.	<b>6</b>

## Question 3

Question 3 will consist of **one** of the following questions, for a total of 9 marks. The question will be assessed using the rubric below.

Questions	Marks
<b>Discuss</b> the possibility of generalizing the findings of the study.	<b>9</b>
<b>Discuss</b> how a researcher could ensure that the results of the study are credible.	<b>9</b>
<b>Discuss</b> how the researcher in the study could avoid bias.	<b>9</b>

### Rubric for question 3

Markband	Level descriptor
0	The answer does not reach a standard described by the descriptors below.
1–3	The question is misunderstood and the central issue is not identified correctly, resulting in a mostly irrelevant argument. The response contains mostly inaccurate references to the approaches to research or these are irrelevant to the question. The reference to the stimulus material relies heavily on direct quotations from the text.
4–6	The question is understood, but only partially answered resulting in an argument of limited scope. The response contains mostly accurate references to approaches to research which are linked explicitly to the question. The response makes appropriate but limited use of the stimulus material.
7–9	The question is understood and answered in a focused and effective manner with an accurate argument that addresses the requirements of the question. The response contains accurate references to approaches to research with regard to the question, describing their strengths and limitations. The response makes effective use of the stimulus material.