A Level grade descriptors to assist with determining grades: [JCQ](https://www.jcq.org.uk/wp-content/uploads/2021/03/Summer-2021-Grade-Descriptors-A-AS-Levels.pdf)

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| A Level Psychology Grade Descriptors |
| A\* | To achieve grade A\*, students’ evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.  |
| A | To achieve grade A, candidates will be able to: * Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology.
* Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).
* Analyse, interpret and evaluate relevant scientific information, ideas and evidence effectively and critically, to:
	+ - * make appropriate judgements and draw sound conclusions showing sustained and substantiated reasoning. and/or
			* develop/refine practical design and procedures effectively and appropriately.
 |
| B | Characteristics that differentiate a grade B from a grade A: * knowledge will be mostly accurate and detailed but there will be occasional errors/omissions, indicating a lack of consistency.
* links between psychological knowledge/understanding and a variety of stimulus material will be less thorough and well-focused, so aspects of application may not always be entirely effective.
* arguments will be developed and mostly logical. Lines of reasoning will be mostly clear but there may be slight inconsistency in judgements/inadequacy in conclusions.
* when refinement or further development of practical design and procedures is required, most suggestions will be competent and appropriate.
 |
| C | To achieve grade C, candidates will be able to: * Demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques and procedures; show understanding of some scientific ideas, processes, techniques and procedures; organise and present information clearly in places, with some use of psychological terminology.
* Apply relevant knowledge and understanding of some scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). Some application to stimulus/contextual material may be implicit.
* Analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to:
* make judgements and draw some conclusions showing an ability to reason and develop a line of argument. and/or
* propose some effective and appropriate developments/refinements of practical design and procedures.
 |
| D | To achieve grade D, students’ evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.  |
| E | To achieve grade E, candidates will be able to: * Demonstrate basic knowledge of some relevant scientific ideas, processes, techniques and procedures; show basic understanding of some scientific ideas, processes, techniques and procedures; present some information using basic psychological terminology.
* Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness.
* Show some attempt to analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to:
* make basic judgements and draw basic conclusions showing some ability to reason and develop a line of argument and/or
* propose limited developments/refinements of practical design and procedures.
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| A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor. |

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| Analysis of JCQ Descriptor Focuses |
| AO | Descriptor Focus | A\* | A | B | C | D | E |
| AO1 | Demonstrate knowledge  | Stronger performance in most / all aspects of A | * Accurate
* Detailed
 | * Mostly accurate and detailed
* Occasional errors / omissions
* Lack of consistency
 | Reasonably * accurate
* detailed
 | Stronger performance in most / all aspects of E but does not meet the minimum requirements of most of the grade C statements | Basic |
| Show understanding  | Most |  | Some | Basic |
| Organise and present information  | Clearly |  | Clearly in places | Some |
| Using psychological terminology | Appropriate |  | Some use | Basic |
| AO2 | Engage with stimulus/contextual material  | * Explicitly
* Effectively
 | * Links will be less thorough and well-focused.
* Aspects may not always be entirely effective.
 | * Some
* May be implicit
 | * Attempt
* Limited in terms of appropriateness / effectiveness
 |
| A03 | Analyse, interpret and evaluate  | * Effectively
* Critically
 |  | Some | Some |
| Make judgements and draw conclusions  | * Appropriate judgements
* Sound conclusions
 | * Slight inconsistency in judgements
* Or inadequacy in conclusions.
 | Some | Basic |
| Showing reasoning | * Sustained
* Substantiated
 | Arguments are * mostly logical
* mostly clear.
 | Showing an ability to * reason
* and develop argument
 | Some |
| Develop / refine practical design and procedures  | * Effectively
* Appropriately
 | Most will be * competent
* appropriate
 | Some will be * effective
* appropriate
 | Limited |
| Key descriptor words |  | CriticallyDetailedEffectivelySubstantiated | MostSlight inconsistencyLess thorough | SomeReasonably |  | SomeBasicLimited |

