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. |
| 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 | |  | Critically  Detailed  Effectively  Substantiated | Most  Slight inconsistency  Less thorough | Some  Reasonably |  | Some  Basic  Limited |

