|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teachers only Marking Key** | | | | | | |
|  | **Possible Marks** | **Group Polarisation** | **Conformity & obedience** | **Deindividualization** | **Attributions** | **Cognitive Dissonance** |
| **Definition and Description** | **3** |  |  |  |  |  |
| Correct, detailed and succinct description   * Definition and description | 3 |  |  |  |  |  |
| Correct description but is missing information or not succinct | 2 |  |  |  |  |  |
| Contains some generalisations and statements consistent with current psychological understandings | 1 |  |  |  |  |  |
| **Application** | **3** |  |  |  |  |  |
| Correctly applies to relevant scenario | 3 |  |  |  |  |  |
| Correct application to scenario but is missing information | 2 |  |  |  |  |  |
| Limited application/irrelevant scenario | 1 |  |  |  |  |  |
| **Describing Evidence** | **3** |  |  |  |  |  |
| Detailed description of relevant psychological evidence using APA in-text referencing (e.g. a specific research study and findings). | 3 |  |  |  |  |  |
| Relevant psychological evidence, including some description. | 2 |  |  |  |  |  |
| Psychological evidence consists of names/statements only without description (e.g. name of study, name of researcher). | 1 |  |  |  |  |  |
| **Evaluating Evidence** | **3** |  |  |  |  |  |
| An accurate and detailed evaluation of the research, with contributions, limitations and overall summary. | 3 |  |  |  |  |  |
| Some evaluation, with a mention of contributions and/or limitations of the study. | 2 |  |  |  |  |  |
| Limited evaluation, with a statement stating a contribution or limitation. | 1 |  |  |  |  |  |
| **Total** | **/56** |  |  |  |  |  |
| **Communication and Presentation**  A well-constructed answer, use of appropriate psychological language, clear, concise. Pamphlet is presented in a visually appealing manner. | **/3** |
| **References**  APA formatted, alphabetical order, at least five. | **/3** |
| **Total** | **/62** |