

Markscheme

November 2020

Psychology

Higher and standard level

Paper 2

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Paper 2 assessment criteria**Criterion A — Focus on the question****[2]**

To understand the requirements of the question students must identify the problem or issue being raised by the question. Students may simply identify the problem by restating the question or breaking down the question. Students who go beyond this by **explaining** the problem are showing that they understand the issues or problems.

Marks	Level descriptor
0	Does not reach the standard described by the descriptors below.
1	Identifies the problem/issue raised in the question.
2	Explains the problem/issue raised in the question.

Criterion B — Knowledge and understanding**[6]**

This criterion rewards students for demonstrating their knowledge and understanding of specific areas of psychology. It is important to credit **relevant** knowledge and understanding that is **targeted** at addressing the question and explained in sufficient detail.

Marks	Level descriptor
0	Does not reach the standard described by the descriptors below.
1 – 2	The response demonstrates limited relevant knowledge and understanding. Psychological terminology is used but with errors that hamper understanding.
3 – 4	The response demonstrates relevant knowledge and understanding but lacks detail. Psychological terminology is used but with errors that do not hamper understanding.
5 – 6	The response demonstrates relevant, detailed knowledge and understanding. Psychological terminology is used appropriately.

Criterion C — Use of research to support answer

[6]

Psychology is evidence based so it is expected that students will use their knowledge of research to support their argument. There is no prescription as to which or how many pieces of research are appropriate for their response. As such it becomes important that the research selected is **relevant** and useful in **supporting** the response. One piece of research that makes the points relevant to the answer is better than several pieces that repeat the same point over and over.

Marks	Level descriptor
0	Does not reach the standard described by the descriptors below.
1 – 2	Limited relevant psychological research is used in the response. Research selected serves to repeat points already made.
3 – 4	Relevant psychological research is used in support of the response and is partly explained. Research selected partially develops the argument.
5 – 6	Relevant psychological research is used in support of the response and is thoroughly explained. Research selected is effectively used to develop the argument.

Criterion D — Critical thinking

[6]

This criterion credits students who demonstrate an inquiring and reflective attitude to their understanding of psychology. There are a number of areas where students may demonstrate critical thinking about the knowledge and understanding used in their responses and the research used to support that knowledge and understanding. The areas of critical thinking are:

- research design and methodologies
- triangulation
- assumptions and biases
- contradictory evidence or alternative theories or explanations
- areas of uncertainty.

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 judgement of their achievement in this criterion should be made when awarding marks.

Marks	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]

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.

Marks	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.

Abnormal psychology

1. Discuss normality versus abnormality.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of the role of clinical biases in diagnosis.

Relevant research may include, but is not limited to:

- Jahoda’s (1958) work on ideal mental health
- Rogers’ (1959, 1961) descriptions of the fully functioning person
- Szasz’s (1974) and Scheff’s (1966) discussions about problems of psychiatric labelling and the medicalization of problems of living
- Rosenhan and Seligman’s (1989) seven features of abnormality
- Caetano’s (1974) study into the effects of labelling on student and psychiatrist diagnoses of video-taped actors.

Critical discussion points may include, but are not limited to:

- assumptions and biases in defining the concepts of normal and abnormal
- areas of uncertainty in diagnostic manuals
- methodological considerations in research
- the influence of social and cultural norms on the perception of normality/abnormality
- historical changes in our understanding of what constitutes normal and abnormal behaviour
- ethical implications of definitions of normality and abnormality
- ethical considerations related to labelling and stigmatization.

Responses are likely to focus on explaining concepts of normality vs. abnormality and on related research. Marks awarded for criterion B should focus on how the responses reflect general knowledge of the topic including definitions of terms, explanations of theories and concepts. Marks awarded for criterion C assess the quality of the description of a study/studies and assess how well the student linked the findings of the study to the question.

2. To what extent do sociocultural factors influence the etiology of abnormal psychology? [22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “to what extent” requires candidates to consider the contribution of sociocultural factors to the etiology of psychological disorders.

Examples of sociocultural factors include, but are not limited to:

- poverty and social stress
- social norms
- influences of international media
- processes of enculturation and acculturation.

“Sociocultural factors” is a generic term so only one can be discussed (candidates do not have to address two different sociocultural factors).

Relevant research may include, but is not limited to:

- Becker *et al.*'s (2002) study investigating the influence of television on the prevalence of eating disorder symptoms, using questionnaire data and semi-structured interviews
- Brown and Harris's (1986) study investigating the relationship between life events and depression in socially-disadvantaged females
- Noh and Kaspar's (2002) study on the moderating effects of coping, acculturation and ethnic support relating to perceived discrimination and depression among Korean immigrants in Canada
- Chiao and Blizinsky's (2010) study suggesting that cultural norms protect biologically vulnerable groups.

It is appropriate and useful for candidates to address biological and cognitive factors in order to respond to the command term “to what extent”.

Candidates may address one sociocultural factor in order to demonstrate depth of knowledge or may address a larger number of sociocultural factors in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

Candidates may discuss the extent to which sociocultural factors influence the etiology of one psychological disorder or may provide a more general response on the extent to which sociocultural factors influence the etiology of several psychological disorders. Both approaches are equally acceptable.

3. Discuss the use of **one or more** psychological treatments for **one** psychological disorder. [22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of the use of one or more psychological treatments in relation to one psychological disorder. Psychological treatments employ psychological theory to improve or eliminate symptoms of psychological disorders.

The disorder chosen is likely to come from those presented in the guide:

- anxiety disorders
- depressive disorders
- obsessive compulsive disorders
- trauma and stress-related disorders
- eating disorders.

Psychological treatments chosen may include, but are not limited to:

- Interpersonal Therapy (IPT)
- Cognitive Behavioural Therapy (CBT)
- Exposure and Systematic desensitization
- Virtual Reality Therapy (VRT)
- Mindfulness-based Cognitive Therapy (MBCT)
- Group CBT.

Descriptions of biological treatments can only be credited if they form part of the critical discussion of psychological ones.

Relevant research may include, but is not limited to:

- Mason and Hargreaves’ (2011) qualitative investigation into the effectiveness of MBCT
- Butler *et al.*’s (2006) review of meta-analysis related to CBT efficacy
- Hodges and Oei’s (2007) discussion of the applicability of CBT to Chinese culture
- McLay *et al.*’s (2011) assessment of the effectiveness of VRT for post-traumatic stress disorder.

Critical discussion in relation to the use of the chosen treatment may include, but is not limited to:

- assumptions and biases
- areas of uncertainty
- comparison with alternative treatments
- link to etiological considerations
- advantages and disadvantages of its use
- effectiveness based on empirical research
- ethical considerations in its use.

If a candidate discusses treatment for more than one psychological disorder, credit should be given only to the part of the response related to the first psychological disorder.

Developmental psychology

4. Discuss the influence of poverty and/or socio-economic status on human development. [22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of the influence of poverty and/or socio-economic status on human development.

Candidates may discuss the influence of poverty/socio-economic status on one specific element of human development or may provide a general response of the influence of poverty/socio-economic status on human development. Both approaches are equally acceptable.

Relevant research may include, but is not limited to:

- Bhoomika *et al.*'s (2008) research on the effect of malnutrition on cognitive performance in Indian children
- Wertheimer's (2003) research on the correlation between academic achievement and living in poor families
- Schoon's (2002) longitudinal study investigating the long-term effect of poverty on academic achievement and attainment in adult life
- Evans & Kim's (2007) study on the effects of long-term exposure to poverty in childhood on both physical and mental health
- Montgomery *et al.*'s (1996) research on the link between poverty and health of children and adolescents
- Hoyert *et al.*'s (1999) research on the correlation between death rates in middle age and poverty
- Russell *et al.*'s (2008) research on the influence of poverty on parenting.

Critical discussion may include, but is not limited to:

- methodological and ethical considerations in research related to the influence of poverty and/or socio-economic status
- how the findings of research have been interpreted and applied
- implications of the findings
- cultural considerations
- areas of uncertainty
- assumptions and biases in research related to the influence of poverty and/or socio-economic status.

Candidates may address one or a small number of potential effects of poverty/socio-economic status in order to demonstrate depth of knowledge or may address a larger number of potential effects of poverty/socio-economic status in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

5. Evaluate **one or more** theories and/or studies relevant to the development of gender identity and/or social roles.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “evaluate” requires candidates to make an appraisal of one or more theories/studies related to the development of gender identity and/or social roles by weighing up the strengths and limitations of the theories/studies. Although a discussion of both strengths and limitations is required, it does not have to be evenly balanced to gain high marks.

Relevant theories related to gender identity and social roles may include, but are not limited to:

- gender schema theory that stresses the key role of cognitive processes in the development of gender roles
- social learning theory that highlights the importance of the social environment and emphasizes the potency of observational and modelling processes
- theory of psychosexual differentiation that is based on the assumption that gender roles are related to genetic sex determined by chromosomes
- evolutionary theory that attempts to locate gender role differences in a historical evolutionary context
- theory of social roles related to socialization and division of labour within society.

Relevant studies related to gender identity and social roles may include, but are not limited to:

- Martin and Halvorson’s (1983) study showing the role of gender schemas on gender roles
- Witt (1997); Fagot’s (1978) studies showing the influence of parents on gender roles
- Neculaesei (2015); Mead’s (1935) studies showing that gender roles depend upon the society
- Money and Ehrhardt’s (1972) study claiming that children are gender neutral at birth
- Eagly and Wood’s (2016) study on social role theory of sex differences.

Critical evaluation may include but is not limited to:

- methodological and ethical considerations
- cultural and gender considerations
- the accuracy and clarity of the concepts
- contrary findings or explanations
- the productivity of the theory in generating psychological research
- the applications of the empirical findings
- assumptions and biases.

If the candidate addresses only strengths or only limitations, the response should be awarded up to a maximum of **[3]** for criterion D: critical thinking. All remaining criteria should be awarded marks according to the best fit approach.

For responses referring to evaluation of studies, marks awarded for criterion B should refer to definitions of terms, theories and concepts. Overall, this includes knowledge of the specific topic and general knowledge and understanding related to research methods and ethics (for example definitions of relevant terms in research methodology or ethics in research).

Marks awarded for criterion C assess the quality of the description of a study/studies and assess how well the student linked the findings of the study to the question – this doesn't have to be very sophisticated or long for these questions but still the use of research should be linked to the topic of the specific question.

Criterion D assesses how well the student is explaining strengths and limitations of the study/studies.

6. Discuss **one or more** research methods used to investigate how humans develop as learners.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

Candidates may discuss research methods investigating specific aspects of cognitive/brain development (for example memory, intelligence, language or attention) or discuss research methods investigating cognitive/brain development in general. Both approaches are equally acceptable.

Candidates may address the different research methods and their application - for example, a covert or naturalistic observation - but the focus should be on the nature of the research method and the reason for using it in the investigation of cognitive behaviour.

Relevant research methods could include, but are not limited to:

- interviews (eg, semi-structured)
- naturalistic observations
- correlational studies (eg surveys)
- case study
- experiments (laboratory, field or natural)

Learning refers to changes in response to environmental stimuli. In developmental psychology research of brain development investigates how changes in the brain structure coincide with changes in certain cognitive functions. If they do coincide, we may infer that there is a link between structure and function.

Relevant research studies may include, but are not limited to:

- Waber (2007); Giedd (2004); Chugani *et al.*'s (2001) correlational studies on the effects of maturation of the nervous system on cognitive development
- Cowell *et al.* (2006); Corky's (1997) correlational studies on brain damage and memory deficits
- Deary *et al.* (2006); Bouchard *et al.*'s (1990) correlational studies on genetic inheritance in intelligence
- Wolf *et al.*'s (2001) experimental study on cortisol and memory deficits in the elderly.

A critical discussion may include, but is not limited to:

- why the method(s) was/were selected and the appropriateness of the method(s) including strengths and weaknesses of the method(s)
- possible theoretical assumptions and/or biases in relation to the chosen method
- the issues of validity and reliability
- the generalizability of findings
- the use of alternative/additional methods (triangulation)
- ethical considerations.

For questions that ask for discussion of one or more research methods, marks awarded for criterion B should refer to definitions of terms and concepts relevant for research methodology. Overall, this includes some knowledge of the specific topic (how humans develop as learners) and general knowledge and understanding related to research methods and ethics (for example definitions of relevant terms in research methodology or ethics in research).

Marks awarded for criterion C assess the quality of the description of a study/studies and assess how well the student linked aspects of the study to the question.

Health psychology

7. Discuss **one or more** risk and/or protective factors influencing **one or more** health issues. [22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to make a considered review of one or more risk and/or protective factors influencing one or more of health issues.

The health issues likely to be presented may come from one or more of the issues in the psychology guide (stress, addiction, obesity, chronic pain, sexual health). Responses referring to mental health issues should not be awarded marks.

Risk factors may include, but are not limited to:

- biological factors such as genetics, body type, high blood pressure
- environmental factors such as lack of a readily available supply of healthy foods, access to clean water, the effects of pollution/noise
- personal lifestyle choices such as tobacco, drug or alcohol consumption, hygiene, unsafe sexual practices.

Protective factors may include, but are not limited to:

- access to healthy foods and consequentially a healthy diet
- a clean, abundant water supply
- regular exercise habits
- social support.

Relevant studies may include but are not limited to:

- Kiecolt-Glaser *et al.*'s (1984) quasi experiment investigating medical students' reactions to exam stress
- Evans and Kim's (2007) correlational study of the effects of long-term exposure to poverty and stress in childhood
- Johnson *et al.*'s (2009) correlational study on the effects of added sugars in American diet
- Ursin and Erison's (2004) study on the effect of belief in self to manage stress
- Haworth *et al.*'s (2008) correlational study relating Body Mass Index and environmental factors in obesity.

Critical discussion may include, but is not limited to:

- methodological and ethical considerations related to the study of risk and protective factors
- how the findings of research have been interpreted and applied implications of the findings.

8. Using **one or more** health problems as examples, discuss prevalence rates. [22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to make a considered review of prevalence rates, using one or more health problems as examples.

Prevalence rates refer to the proportion of a population who have a specific characteristic at any given time. Prevalence can be influenced by cultural, gender and lifestyle factors.

Health problems which may be discussed are likely to be one or more of the issues in the psychology guide (stress, addiction, obesity, chronic pain, sexual health). Responses referring to mental health problems should not be awarded marks.

Relevant studies may include, but are not limited to:

- Kamen and Seligman’s (1987) longitudinal study of attributional style and health level
- Thoits’ (1995) review of studies of gender prevalence in giving and receiving social support
- Charlton’s (1984) survey of attitudes toward smoking and enjoyment based on cognitive and sociocultural factors
- Stunkard *et al.*’s (1990) correlational study comparing genetic and environmental factors in obesity
- Kolodny *et al.*’s (2015) review of the opioid and heroin crisis in the US
- Jordan *et al.*’s (2017) review and meta-analysis of prevalence of prescription opioid misuse among under-30s in the US.

Critical discussion may include, but is not limited to:

- methodological and ethical considerations in relation to investigating prevalence rates in health problems
- how the findings of research have been interpreted and applied
- implications of the findings
- areas of uncertainty.
- Age and gender differences
- Lifestyle (diet, exercise, sleep, relationships)
- Social and cultural norms
- Socioeconomic status

9. Discuss the effectiveness of **one or more** health promotion programmes.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of one or more health promotion programmes.

Health promotion programmes are an attempt to promote health behaviour. Health promotion programmes are those initiatives designed to assist people in gaining control over and improving their own health. These may be public or a government programmes, or may be privately sponsored. In addition, these programmes may be developed on an individual, local, national, or international level.

Examples of health promotion programmes may include, but are not limited to:

- food labelling programmes
- stress reduction programmes such as MBSR or yoga
- health education campaigns such as the TRUTH anti-tobacco campaign
- public health campaigns designed to change beliefs and attitudes.

Relevant research may include, but is not limited to:

- Peckmann and Reibling’s (2006) study of the effectiveness of fear campaigns
- Yee *et al.*’s (2006) study of effectiveness of strategies to change behaviours related to obesity
- Sly *et al.*’s (2002) survey on community based anti-smoking promotion among teens
- Holm’s (2002) survey on the efficiency of health campaigns
- Schum and Gould’s (2007) study of why health campaigns are effective.

Critical discussion may include, but is not limited to:

- Supporting and contradictory evidence of the programme’s success
- Social engineering eg taxes and/or subsidies upon products such as sugar, tobacco, or alcohol
- methodological concerns in measuring outcomes of the programme (e.g. small samples, no control group, no random allocation of participants and possibility of researcher bias).
- cultural and ethical considerations in programme implementation
- assumptions and biases
- areas of uncertainty.
- short-term versus long-term efficacy
- age and gender considerations

Psychology of human relationships

10. Discuss the role of communication in personal relationships.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of the role of communication in personal relationships.

Communication plays a relevant role at all stages of the development of personal relationships. Examples of theories and models explaining the role of communication in relationships may include, but are not limited to: social penetration theory, approaches based on the concept of attributional styles and approaches based on the concept of patterns of accommodation.

Candidates may address specific types of personal relationships (eg romantic, peer, parent–adolescent) or personal relationships in general. Both approaches are equally acceptable.

Examples of studies may include, but are not limited to:

- Fincham’s (2004) study of the role of communication in marital satisfaction
- Gottman and Levenson’s (1986) study on the role of communication of emotions in relationships
- Burgoon *et al.*’s (2000) study of the use of mindfulness and interpersonal communication
- Ying *et al.*’s (2015) study on parent-adolescent communication to build trust
- Levenson and Gottman’s (1983) study on the relationship between marital dissatisfaction and negative affect
- Tannen’s work regarding male/female communication

Critical discussion may include, but is not limited to:

- methodological and ethical considerations in relation to the role of communication in personal relationships
- how the findings of research have been interpreted and applied
- implications of the findings
- assumptions and biases in research related to the role of communication in personal relationships
- areas of uncertainty
- alternative theories/explanations.

Candidates may discuss a small number of factors that explain the role of communication in relationships in order to demonstrate depth of knowledge or may consider a larger number of factors in order to demonstrate breadth of knowledge. Both approaches are equally acceptable.

11. Discuss prejudice and/or discrimination in relation to group dynamics.

[22]

Refer to the paper 2 assessment criteria when awarding marks.

The command term “discuss” requires candidates to offer a considered review of prejudice and/or discrimination in relation to group dynamics.

Group dynamics may include in-group dynamics as well as inter-group dynamics.

Candidates may address topics such as, but not limited to:

- stereotypes: negative and positive
- inter-group discrimination
- social identity.

Relevant studies may include, but are not limited to:

- Sherif’s (1961) Robber’s Cave study
- Steele’s (1997) stereotype threat interferes with school performance
- Tajfel’s (1970) studies in inter-group discrimination
- Pettigrew’s (2013) study on dynamics of inter-group contact.

Critical discussion may include, but is not limited to:

- methodological and ethical considerations in relation to research into prejudice/discrimination
- how the findings of research have been interpreted and applied
- implications of the findings
- assumptions and biases
- areas of uncertainty
- alternative theories/explanations.

12. Evaluate one or more research methods used in studies investigating social responsibility. **[22]**

Refer to the paper 2 assessment criteria when awarding marks.

The command term “evaluate” requires candidates to make an appraisal of one or more research methods used in studies investigating social responsibility by weighing up the strengths and limitations of the research method(s). Although a discussion of both strengths and limitations is required, it does not have to be evenly balanced to gain high marks.

Relevant research methods could include, but are not limited to:

- interviews (eg, semi-structured)
- naturalistic observations
- correlational studies (eg surveys)
- case study
- experiments (laboratory, field or natural)

Examples of research may include, but are not limited to:

- Darley & Batson’s (1973) Good Samaritan study (field experiment)
- Levine & Crowther’s (2008) experiment on group size and salient identity in by-standerism
- Graves & Graves’s (1985) observational study into whether caring for young children increases prosocial behaviour
- Barry & Wentzel’s (2006) correlational study of friend influence on prosocial behavior.

A critical evaluation may include, but is not limited to:

- why the method(s) was/were selected and the appropriateness of the method(s)
- possible theoretical assumptions and/or biases in relation to the chosen method
- the issues of validity and reliability
- the generalizability of findings
- the use of alternative/additional methods (triangulation).

If the candidate addresses only strengths or only limitations, the response should be awarded up to a maximum of **[3]** for criterion D: critical thinking. All remaining criteria should be awarded marks according to the best fit approach.

For questions that ask for evaluation of research methods, marks awarded for criterion B should refer to definitions of terms and concepts relevant for research methodology. Overall, this includes some knowledge of the specific topic (social responsibility) and general knowledge and understanding related to research methods and ethics (for example definitions of relevant terms in research methodology or ethics in research).

Marks awarded for criterion C assess the quality of the description of a study/studies and assess how well the student linked aspects of the study to the question.
