

Assessment Brief

Cognitive and Developmental Psychology

Assessment 2 (50%)

Assessment Brief (50% Cognitive and Developmental Psychology Seen Exam – 2500 words)

For the Unit

Cognitive and Developmental Psychology

Subject Field

Psychology

As part of (Award Title)

Diploma in Psychology UKEB Level 5

Assessment Brief

The examination will be Seen and conducted online. The questions will be provided to you **on the 17th of December**, and you will submit your answers on the LMS during the formal Assessment Period on the **20th of January (12 noon)**.

It will comprise two sections:

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- **Section A** (50% of exam mark): Select ONE question to answer from a choice of two on Developmental Psychology
Topics: Emotional Development, and Development of Self and Identity in Childhood and Adolescence
 - **Section B** (50% of exam mark): Select ONE question to answer from a choice of two on Cognitive Psychology
Topics: Long-Term Memory, and Auditory Attention

For both sections, you are expected to write a standard essay answer without a reference section (but you are expected to cite work).

There is no specific word limit, but we would recommend aiming for around 1250 words per answer.

EXAM QUESTIONS

Section A (Developmental Psychology)

1. Discuss factors that affect the development of children's understanding of emotions. (50 marks)
2. Discuss how self and identity develop through childhood and adolescence. (50 marks)

Section B (Cognitive Psychology)

1. Describe and evaluate Broadbent's (1958) model of attention. (50 marks)
 2. How has the amnesic syndrome contributed to our understanding of healthy human memory function? (50 marks)
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Deliverables

A word document file to be uploaded on the LMS

Rubric

Grading Criterion	Fail 0-39% Poor quality	D 40-49% Satisfactory quality	C 50-59% Sound quality	B 60-69% Good quality	A 70-84% Excellent quality	A+ 85-100% Outstanding quality
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<p>Student engagement (20%)</p>	<p>Weak or unsatisfactory engagement with the assessment evident.</p>	<p>A satisfactory or 'just enough' engagement with the assessment evident.</p>	<p>Overall, sound engagement with the assessment evident. To do well you needed to engage more.</p>	<p>Good engagement with the assessment was evident. 'Going the extra mile' was noted.</p>	<p>Excellent-engagement with the assessment was evident. I noted your enthusiastic approach.</p>	<p>Your engagement with the assessment was beyond-excellent. Highest quality endeavor was apparent.</p>
<p>Content (20%)</p>	<p>Weak on content. Superficial handling of content.</p>	<p>Satisfactory only in terms of content. Lightweight handling of content.</p>	<p>Average in terms of content. An expected content was produced.</p>	<p>Above-average in terms of content. Interesting/stimulating content. Reasonably insightful.</p>	<p>Excellence achieved in terms of content. Noteworthy quality. Very insightful.</p>	<p>Outstanding in terms of content. Original content achieved.</p>

<p>Essay Summary (5%)</p>	<p>Added little to the essay. Poorly worded. Did not cast much light on the content, message and purpose of the essay.</p>	<p>Added something of value to the essay. Satisfactorily worded. Cast some light on the content, message and purpose of the essay.</p>	<p>A useful addition to the essay. Soundly worded. Helped the reader appreciate the content, message and purpose of the essay.</p>	<p>A significant addition to the essay. Very well worded It enhanced the reader's appreciation of the content, message and purpose of the essay.</p>	<p>An excellent addition to the essay. Impressively worded. It completed the reader's appreciation of the content, message and purpose of the essay.</p>	<p>An outstanding addition to the essay. Expertly worded. It perfected the reader's appreciation of the content, message and purpose of the essay.</p>
<p>Creativity (15%)</p>	<p>Little creativity evident. More thought was needed here.</p>	<p>Some creativity evident, but lacking in interest for the reader.</p>	<p>Average in terms of creativity. Think about how you could make your essay unique and stand out</p>	<p>Above-average in terms of creativity. Thought applied to making your essay interesting for the reader.</p>	<p>Excellence achieved in creativity. The essay had a wow factor for the reader.</p>	<p>An outstanding standard of creativity achieved. An exceptionally creative essay.</p>

			from the rest?			
Format and Structure (10%)	Poor/weak formatting. Unsatisfactorily produced and structured.	Satisfactory formatting only. Produced and structured to a passable standard.	Sound formatting. Soundly produced and structured.	Pleasing formatting. Very well produced and structured.	Excellent formatting. An excellent production and structure.	Outstanding formatting. Also well produced and structured.
Written Communication (20%)	Incomprehensible or unclear written communication. Errors evident.	Comprehensible and clear written communication. Generally, error-free.	Generally, a sound standard of written communication achieved.	A good standard of written communication achieved.	Excellence achieved in written communication.	An outstanding quality of written communication achieved.

<p>Academic/ Harvard (10%)</p>	<p>Little or no evidence of academic reading/ap proach. In-text and post-script referencing errors evident.</p>	<p>The student evidenced a satisfactory use of academic sources. Harvard applied satisfactorily to the essay.</p>	<p>An academic approach was evident, including in referencing.</p>	<p>As for C, with a greater depth of academic approach evident. .</p>	<p>Evidence of wide academic reading and a rigorous academic approach.</p>	<p>As for A, but including insightful academic thinking.</p>
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