

## Section F

| Question number | Indicative content  | Mark |
|-----------------|---|------|
| 27              | <p data-bbox="437 383 1102 412">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="316 439 1214 600">Candidates who do not consider how psychological understanding of the brain has changed over time (as instructed in the question) cannot achieve marks beyond Level 2.<br/>Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="316 633 1166 824">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="316 875 373 904">AO1</p> <ul data-bbox="316 909 1214 1294" style="list-style-type: none"> <li>Initially little thought was given to how the brain affected behaviour, but case studies over time have suggested how the brain affects behaviour, such as the frontal lobe has being involved in decision-making and impulsive behaviour.</li> <li>Research which initially linked the influence of stressful life events to depression has been updated over time to incorporate the idea of individual differences in reactance to stress.</li> <li>Over time experimental surgery has lead to new psychological understanding of the brain, such as that of the role of the corpus callosum in transferring information between the hemispheres.</li> </ul> <p data-bbox="316 1328 373 1357">AO2</p> <ul data-bbox="316 1361 1214 1845" style="list-style-type: none"> <li>Case studies of brain-damaged patients, such as Phineas Gage helped to develop psychological understanding of the role of the frontal lobes as it was claimed that he became less responsible and showed impulsive decision-making after a region of his frontal lobe was destroyed.</li> <li>Studies, such as that of Caspi et al. (2003), showed the importance of individual differences in how people respond to stressful life events and has updated research in this area to take into account the role of genetics such as the 5-HTT gene.</li> <li>By severing the corpus callosum to create so-called 'split-brain' patients psychological understanding of how the right and left hemisphere interact developed over time, such as Sperry (1968) who found the left hemisphere was the primary hemisphere for language but that the right hemisphere also showed limited language processing too.</li> </ul> <p data-bbox="316 1879 373 1908">AO3</p> <ul data-bbox="316 1912 1214 2132" style="list-style-type: none"> <li>The findings of studies, such as Damasio et al. (1994), which linked a region of the frontal lobe to decision making and impulsivity, rely on accurate accounts of the case studies but the accuracy of what happened to Phineas Gage after his accident have been questioned over time by a number of researchers (e.g. Macmillan and Lena, 2010), so the conclusions made may not have been fully valid.</li> </ul> | (9)  |

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|  | <ul style="list-style-type: none"> <li>• Caspi et al.'s (2003) study used a longitudinal design with 847 participants and assessed their level of depression against life events over a period of 23 years so offers credible evidence of the influence of genes and stressful life events on depression and supports the updated psychological perspective of the role of genetics in stress reactions.</li> <li>• Since the work of Sperry (1968) newer methods of brain scanning, such as fMRI, have enabled psychologists to study the brain in greater spatial and temporal resolutions to gain more detailed psychological understanding of how specific parts of the brain are linked to certain tasks or skills.</li> </ul> |  |
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| Level   | Mark | Descriptor   |
|---------|------|--|
|         | 0    | No rewardable material.  |
| Level 1 | 1–3  | <ul style="list-style-type: none"> <li>• Demonstrates isolated elements of understanding of a limited range of psychological ideas. (AO1)</li> <li>• Attempts to apply understanding to elements in the context of the question with flawed or simplistic links and connections made. (AO2)</li> <li>• Limited attempt to deconstruct relevant psychological ideas. An unbalanced or one-sided argument that provides limited synthesis of understanding. Judgements are supported by limited evidence. (AO3)</li> </ul>                               |
| Level 2 | 4–6  | <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>• Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> </ul> |
| Level 3 | 7–9  | <ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question to provide sustained linkage and logical connections throughout. (AO2)</li> <li>• Deconstructs relevant psychological ideas using logical chains of reasoning. A balanced, well-developed argument that synthesises relevant understanding coherently. Judgements are supported by evidence throughout. (AO3)</li> </ul>    |

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| 28              | <p data-bbox="437 259 1107 293">AO1 = 3 marks; AO2 = 3 marks; AO3 = 3 marks</p> <p data-bbox="317 333 1211 461">Candidates who do not consider two areas of psychology (as instructed in the question) cannot achieve marks beyond Level 2. Markers must apply the descriptors in line with the general marking guidance (on pages 2–3).</p> <p data-bbox="317 495 1171 685">Due to the intrinsic links between the skills, if a response evidences performance against only one trait/skill it will be for demonstrating knowledge and understanding. An answer displaying qualities of AO1 only, cannot be awarded more than the top of Level 1, no matter how strong the performance is in AO1.</p> <p data-bbox="317 736 373 770">AO1</p> <ul data-bbox="317 770 1219 1028" style="list-style-type: none"> <li>• Conformity to majority influence is where an individual changes their behaviour to fit in with the group behaviour.</li> <li>• Multi-store Model of Memory states that to remember information in the long-term information must be rehearsed over time.</li> <li>• Deindividuation is where someone loses their identity when in a crowd situation so acts differently to how they normally would.</li> </ul> <p data-bbox="317 1061 373 1095">AO2</p> <ul data-bbox="317 1095 1211 1442" style="list-style-type: none"> <li>• Lorenzo may not have had the money to buy a black T-shirt with a skull but still made one so he could fit in with the majority of the band so this shows he conformed to majority influence.</li> <li>• Lorenzo has been forgetting lyrics or notes in the songs of the band so must not have been rehearsing and repeating them enough to enable them to stay in his LTM correctly.</li> <li>• The band members have lost their identity during the performance as they have begun screaming and swearing which was not usual for them so they have deindividuated in the situation.</li> </ul> <p data-bbox="317 1480 373 1514">AO3</p> <ul data-bbox="317 1514 1219 1962" style="list-style-type: none"> <li>• Asch (1951) showed that on average about one third of participants (32%) would change their response to conform with the majority over an obvious incorrect answer with 75% conforming at least once.</li> <li>• Peterson and Peterson (1959) showed the role of rehearsal was important to retain information even in the short-term as participants lost over 90% of the trigrams after 15 seconds without rehearsal.</li> <li>• Haney et al. (1973) provides evidence for deindividuation with the prisoners and guards acting consistently with those roles but it could have been the lack of legitimacy of the situation that could have influenced their behaviour, such as that a prison is not normally in a basement of a university, so the evidence may not be credible.</li> </ul> | (9)  |

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| Level 2 | 4–6  | <ul style="list-style-type: none"> <li>• Demonstrates mostly accurate understanding of some relevant psychological ideas. (AO1)</li> <li>• Applies understanding to elements in the context of the question, with some logical links and connections made. (AO2)</li> <li>• Deconstructs relevant psychological ideas using mostly logical chains of reasoning. An imbalanced argument that synthesises mostly relevant understanding, but not entirely coherently, leading to judgements that are supported by evidence occasionally. (AO3)</li> </ul> |
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