PSYCHOLOGY - UNIT 1

Semester One, ATAR course examination 2021

Marking Key

Marking keys are an explicit statement about what the examining panel expect of candidates when they respond to particular examination items. They help ensure a consistent interpretation of the criteria that guide the awarding of marks.

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|  |  |
| --- | --- |
| **Section One: Research methods** | **20% (33 Marks)** |

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**Question 1 (23 Marks)**

1. Give the population and sample for the study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Population – students | 1 |
| Sample – 200 boys aged 14-19 | 1 |
| **Total** | **2** |

1. Explain why there may be differences in the population and sample data in this study.

(3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sample is not representative of the population (no girls) | 1 |
| Sample is too small to represent population (20 people not enough) | 1 |
| Sample can never fully represent population, doesn’t account for outliers / possible participant variables | 1 |
| **Total** | **3** |

1. Identify the independent and dependent variables within the study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Independent – taking test before or after shower | 1 |
| Dependent – results on test | 1 |
| **Total** | **2** |

1. Identify **three** controlled variables in the study. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correct answers include;  Revision material was the same, length of study time, test conditions, test material | 1-3 |
| **Total** | **3** |

1. State **two** uncontrolled variables in the study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correct answers include;  Study location, time of study (5pm vs 7pm), diet, sleep, prior knowledge of study material | 1 |
| **Total** | **2** |

1. Looking at the results, why is it important to take into account the mode and range for this study? Define both mode and range in your response. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Mode tells us the most common score | 1 |
| Range tells us the spread of scores from the mean | 1 |
| While Group A has a lower mean, the mode is higher (1) suggesting this group may have done better but the mean is impacted by some outliers at the bottom end (1) | 1-2 |
| Group B has a much smaller range (1) this suggests that the results in this group were much more consistent and not impacted by outliers (1) | 1-2 |
| **Total** | **6** |
| Accept other relevant responses | |

1. Explain the calculation used to find the range in a set of scores. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The subtraction of the lowest score from the highest score in the set | 1 |
| **Total** | **1** |

1. Define the term ‘median’ in psychological statistics and explain when it might be used instead of the mean, mode or range. Identify which group would benefit best from the use of median over mean in this study. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| The median is the middle number in a set of scores (1) when the scores are sorted into ascending/descending order (1) | 2 |
| Used when outliers in the score set might skew the mean | 1 |
| Group A would likely benefit from this measure | 1 |
| **Total** | **4** |

**Question 2 (10 marks)**

1. What type of research method is being used by Fatima? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Descriptive (non-experimental) | 1 |
| **Total** | **1** |

1. What is the name for the variable of typing speed in this study? (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Behavioural variable | 1 |
| **Total** | **1** |

1. Name the correlation given above. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Strong (1) positive (1) correlation | 2 |
| **Total** | **2** |

1. What conclusions can be drawn from Fatima’s study. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Must acknowledge that correlation does not mean causation | 1 |
| Strong link between bpm and typing speed | 1 |
| **Total** | **2** |
| Marker note: also accept - as one variable increases, so too does the other | |

1. Fatima chose to change her study slightly and base her study off observations of her friend Bob over a month long period. Name and define the type of study she is now performing.

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Case study | 1 |
| Research into an individual or group over a period of time | 1 |
| **Total** | **2** |

1. She found Bob typed considerably faster while he was listening to fast paced music. What conclusions can Fatima make about typing speed and music BPM from Bob’s results?

(2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Bob’s typing increases as BPM increase | 1 |
| Cannot be generalised to a population | 1 |
| **Total** | **2** |

**End of Section One**

|  |  |
| --- | --- |
| **Section Two: Short answers** | **55% (99 Marks)** |

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**Question 3 (17 marks)**

Alejandro is completing a maths test. During this time, tests are conducted using an EEG to investigate functions of his corpus callosum.

1. Define the term corpus callosum. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Thick band of nerve fibres | 1 |
| Connects the two brain hemispheres | 1 |
| **Total** | **2** |

1. Complete the table below about the functions of the major parts of his brain during this time. (9 marks)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** | | | | **Marks** |
| **One** mark for each correct answer | | | | |
| (Row A)   * Forebrain * How we think, feel and behave * Answering test questions | | | | 1-3 |
| (Row B)   * Midbrain * Sensory messages except smell * Gathering senses around him, hearing and sight | | | | 1-3 |
| (Row C)   * Hindbrain * Vital activities, no conscious control * Breathing, heart rate, coordinating voluntary movements | | | | 1-3 |
| **Total** | | | | **9** |
|  | **Part Name** | **Part Function** | **Application to Alejandro** | |
| **A** | Forebrain | How we think, feel and behave | Answering test questions | |
| **B** | Midbrain | Sensory messages except smell | Gathering senses around him, hearing and sight | |
| **C** | Hindbrain | Vital activities, no conscious control | Breathing, heart rate, coordinating voluntary movements | |
| Accept other relevant responses for function and application | | | | |

**Question 3** (continued)

1. State the full name for an EEG. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Electroencephalograph | 1 |
| **Total** | **1** |

1. Explain what an EEG is used to measure. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| External recording | 1 |
| Looks at brain as a whole | 1 |
| Measures electrical activity of the brain | 1 |
| **Total** | **3** |

1. State and explain what results we would expect from an EEG of Alejandro during a maths test. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Beta brain waves | 1 |
| Alejandro is alert and working on his test | 1 |
| **Total** | **2** |

**Question 4 (14 marks)**

1. Explain how physical activity can impact our behaviour, emotion and thought. (6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Behaviour – increase energy, less tired | 1-2 |
| Emotion - Increase mood-boosting neurotransmitters, produce runners high, relieve stress, decrease depression | 1-2 |
| Thought – increase self-image, increase confidence | 1-2 |
| **Total** | **2** |
| Accept other relevant responses | |

1. Define what is meant by physiological responses when it comes to recreational drugs.

(1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| A physical response of the body function | 1 |
| **Total** | **1** |

1. There are three classes of drugs; give the class of drug for each of the following. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Cannabis – Hallucinogen (can also accept depressant) | 1 |
| Alcohol - Depressant | 1 |
| Amphetamine - Stimulant | 1 |
| **Total** | **3** |

1. Give one psychological response that is common to all three of the drugs mentioned above. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Disinhibition / loss of inhibition | 1 |
| **Total** | **1** |

1. State a physiological response to each of the drugs below. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Alcohol – slows nervous system | 1 |
| Cannabis – dilated pupils | 1 |
| Amphetamine – increase heart rate | 1 |
| **Total** | **3** |
| Accept other relevant responses | |

**Question 5 (20 marks)**

1. Name the theorist who devised this definition. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Weschler | 1 |
| **Total** | **1** |

1. Create a definition that could have been devised by Spearman based on his theory of intelligence. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| We all have ‘g’, a general intelligence common to all tasks | 1 |
| And specialised intelligence in certain areas known as ‘s’ | 1 |
| Our intelligence is a combination of these factors of ‘g’ and ‘s’ | 1 |
| **Total** | **3** |

1. An early theory of intelligence believed that intelligence was inherited and could be measured in simple tests similar to height and weight. Name this theorist. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Galton (Francis) | 1 |
| **Total** | **1** |

1. Define the concept of “general intelligence” described by a number of early intelligence theorists. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Broad mental capacity across a number of skills | 1 |
| Giving the ability to problem solve | 1 |
| **Total** | **2** |
| Accept other relevant responses | |

1. Explain Binet and Simon’s work on measuring mental age. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Developed tasks for different ages | 1 |
| Administered tasks to children to provide a measure of “normal” function for each age group | 1 |
| Tests then allowed researcher to determine a mental age (MA) based on the level they reached | 1 |
| Mental age could then be compared to chronological age (CA) in determining appropriate instruction for the child | 1 |
| **Total** | **4** |

1. State Terman’s contribution to measuring mental age and intelligence quotient. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Adapted Simon and Binet’s work for use in USA | 1 |
| **Total** | **1** |
| Accept other relevant responses. Do NOT accept, derived IQ. | |

1. Araf is 13 years old, but has a mental age of 19. Calculate his IQ and state what this IQ score suggests about Araf according to Terman. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| IQ is 146 | 1 |
| He is classed as a genius | 1 |
| **Total** | **2** |

1. Bennet is also 13 but has a mental age of 9. What is Bennet’s IQ and what deductions can be made about her intellect based on Binet and Simon’s work? (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| IQ is 69 | 1 |
| She is an idiot / intellectually retarded / needed separate instruction | 1 |
| **Total** | **2** |

1. Explain why intelligence tests devised by Binet and Simon and Terman are no longer commonly used. (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Formula does not work for adults | 1 |
| Only works for children | 1 |
| Needed a test that was ‘real world’ | 1 |
| **Total** | **3** |

1. Name the theorist whose work on empirical intelligence testing is most commonly used today. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Weschler (David) | 1 |
| **Total** | **1** |

**Question 6 (20 marks)**

1. Explain the difference between sensation and perception, defining both terms. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Sensation is the gathering of sense information by the senses | 1 |
| Perception is the interpretation of the sense information | 1 |
| Perception changes for each person depending on their past experience, motivation and understandings, sensation does not change from person to person | 1-2 |
| **Total** | **4** |

1. Complete the table about the sensations Jiang may experience at the circus. (8 marks)

|  |  |  |
| --- | --- | --- |
| **Sense Organ** | **Stimuli** | |
| Eye | Seeing the clowns | |
| Ear | *Hearing the crowd* | |
| Nose | Smelling the popcorn | |
| Tongue | *Tasting the fairy floss* | |
| Skin | Feeling the horses | |
| **Description** | | **Marks** |
| One mark for each correct Sense Organ and Stimuli | | 1-8 |
| **Total** | | **8** |
| Accept other relevant responses for stimuli | | |

1. Name and define Harper’s attention during this activity. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Divided attention | 1 |
| When attention is split between two or more sources of information | 1 |
| **Total** | **2** |

1. Describe how Harper could change her attention and what this new state of attention is called. (2 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Harper could focus entirely on either her paper or the news | 1 |
| This is selective attention | 1 |
| **Total** | **2** |

1. Bhatt is accustomed to the noise of the music playing on his phone and doesn’t really

notice it, but gets a bit of a shock and jumps when the phone starts ringing. Explain,

using two key psychological terms, what has happened while Bhatt has been with his

phone. (4 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| When listening to the music, Bhatt became accustomed to the noise | 1 |
| He had habituated the noise | 1 |
| The change of the phone’s stimulus to ringing drew his attention | 1 |
| This is dishabituation | 1 |
| **Total** | **4** |

**Question 7 (11 marks)**

1. Geraldine and Gertruda have been friends since primary school. They hunt fairies and read fairy books which Geraldine brings from home, while Gertruda brings snacks. Define and apply the **two** given determinants of liking that impact friendships like Geraldine and Gertruda. (4 marks)

|  |  |  |  |
| --- | --- | --- | --- |
| **Determinant of Liking** | **Definition** | **Application/Example** | |
| **Similarity** | We like people similar to us or who have similar interests | The girls both loved reading and believe in fairies | |
| **Reciprocity** | What we give versus what we receive from the relationship | Gertruda brings snacks every day while Geraldine organises all the play dates | |
| **Description** | | | **Marks** |
| One mark for each correct Definition and Application/Example | | | 1-4 |
| **Total** | | | **4** |

1. Proximity is the third determinant of liking and there are three factors of proximity that are studied when it comes to relationship formation. Name and explain these **three** factors.

(6 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Familiarity – repeated meetings allows us to learn more about a person and be comfortable in their presence | 1-2 |
| Availability – allows frequent contact and opportunity to develop friendship | 1-2 |
| Continued social interaction – the expectation that we will have repeated opportunities to interact with someone regularly | 1-2 |
| **Total** | **6** |

1. Name the theorist who used participant observation to study adolescents. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Dunphy (Dexter) | 1 |
| **Total** | **1** |

**Question 8 (17 marks)**

1. Name and explain **three** forms of non-verbal communication. (9 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Examples of correct answers include:   * Body language (1 mark) – can be open (such as arms by sides) or closed (arms crossed), can be dominant or submissive. Body language used can indicate the relationship between two people, similar to language tu-vous (1-2 marks) | 1-3 |
| * Gestures (1 mark) – can be different across cultures, gestures are purposeful movements, usually of the hands or heads, to express an idea or meaning (1-2 marks) | 1-3 |
| * Physical distance (1 mark) – the space we put between ourselves and another person conveys our level of comfort and the type of relationship we have with that person (1-2 marks) | 1-3 |
| * Facial expressions (1 mark) – a large number are universal and are learnt early in life. Expression is used to convey emotion and feelings (1-2 marks). | 1-3 |
| **Total** | **9** |
| Accept other correct responses | |

1. Name the distance zones the following people would likely be in.
   1. Theo buying rope from the clerk at Bunnings. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Social distance zone | 1 |
| **Total** | **1** |

* 1. Haddy and Jemima who play football and go to school together. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Personal zone | 1 |
| **Total** | **1** |

* 1. Noni and Pernima waiting for the train who’ve not met yet. (1 mark)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Public distance zone | 1 |
| **Total** | **1** |

**Question 8** (continued)

1. Jacinta has an interview and really wants to make a good impression. Give her five hints on how to demonstrate she is using active listening for the interview. (5 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Correct answers include:   * Ask questions for clarification when needed * Restate message to check understanding * Face speaker and maintain eye contact * Pay attention, remove distractions * Don’t interrupt * Don’t allow your own bias to take away from their meaning * Pay attention to non-verbal cues as well as what is not being said * Wait for a pause before asking a question | 1-5 |
| **Total** | **5** |
| Accept other relevant responses | |

**End of Section Two**

|  |  |
| --- | --- |
| **Section Three: Extended answer answers** | **25% (56 Marks)** |

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**Question 9 (28 marks)**

Harold signed up to a psychological study on states of consciousness. He volunteered to keep a journal of his feelings but was informed they would be using other responses that indicate different states of consciousness. They also asked him to complete an intelligence test so they could use this information to analyze his results in the consciousness study.

Explain the different responses indicating different states of consciousness and compare group and individual intelligence testing, stating which is more appropriate for Harold’s scenario.

In your answer you should:

* Define states of consciousness (1 mark)
* Explain why Harold’s diary was not useful to the researcher (3 marks)
* Name and describe **three** responses the psychologist may use to measure

Harold’s consciousness (9 marks)

* Explain why these measures are used to indicate consciousness rather than

the subject’s records (2 marks)

* Determine whether individual or group testing is better for Harold (1 mark)
* Explain the difference between group and individual testing, describing the pros

and cons for each and giving reason for your answer above (9 marks)

* Quality of your response (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Definition | |
| State of consciousness – level of awareness of our internal thoughts/feelings and external surroundings at any given time | 1 |
| **Subtotal** | **1** |
| Diary | |
| Diaries are subjective | 1 |
| Unable to report on altered states due to being in an altered state | 1 |
| Open to inference rather than fact | 1 |
| **Subtotal** | **3** |
| Name and describe **three** Responses to measure consciousness | |
| Examples of correct responses include: | |
| * Brain wave patterns (1 mark) – using an EEG (1 mark), measured in terms of frequency (waves per second) and amplitude (size of peaks and troughs). Brain has different brain wave patterns for different activities and states of consciousness (1 mark) * Heart rate (1 mark) – measured in beats per minute either through pulse or an ECG (1 mark). Changes in heart rate indicate changes in consciousness, eg sleep decreases heart rate, stress increases heart rate but can also be controlled consciously by controlling breathing rate (1 mark) * Body temperature (1 mark) – measured through a thermometer (1 mark), most evident change is during sleep when the body drops more than 1 degree Celsius or during fever, when it can increase dramatically and cause hallucinations, altering the state of consciousness (1 mark) * Galvanic Skin Response (1 mark) – measuring the electrical conductivity of the skin, attaching electrodes to hairless parts of the body and measuring the current going through the sweat (1 mark), we sweat when we are aroused/stressed and this can indicate a change in consciousness (1 mark) | 1-3  x 3 |
| **Subtotal** | **9** |

**Question 9** (Continued)

|  |  |
| --- | --- |
| Why use these measures | |
| Consciousness cannot be measured directly | 1 |
| These measures are objective / do not rely on participant’s reports or researcher’s observations | 1 |
| **Subtotal** | **2** |
| Testing for Harold | |
| Individual testing | 1 |
| **Subtotal** | **1** |
| Group Vs. Individual Testing | |
| Group Testing:   * Often undertaken for screening purposes * To gather information about a group of people quickly * Paper and pen style test with limited involvement from examiner * Can cause problems for people who can’t read well, examining their reading rather than intelligence * Timed test, disadvantages those who are slower to process * Cheaper and quicker than individual testing * Doesn’t take into account participant anxiety or motivation * Less accurate results for the individual (more about group result) | 1-4 |
| Individual Testing:   * Used for clinical purposes * Administered by specially trained examiners * Examiner establishes rapport with test taker in order to have them perform at their best * Examiner must follow exact instructions in order for test to be valid and able to be standardised * More expensive and time-consuming * Not as dependent on reading and processing abilities | 1-4 |
| Application to Harold:   * Harold’s test was being used to look at him as an individual rather than within a group * His results were not being used to compare him to a group of peers | 1 |
| **Subtotal** | **9** |
| Quality of Response | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar | 1 |
| **Subtotal** | **3** |
| **Total** | **28** |

**Question 10 (28 marks)**

In your answer you should;

* Explain the functions of the left and right hemisphere (4 marks)
* Relate each hemisphere to Ghirhart (2 marks)
* Describe the structure of a neuron and how messages are passed through the body

(10 marks)

* Name and explain two scanning techniques (6 marks)
* State why dynamic scanning techniques are most appropriate (3 marks)
* Quality of your response (3 marks)

|  |  |
| --- | --- |
| **Description** | **Marks** |
| Hemisphere functions and application | |
| Left hemisphere; receives information from and controls right hand side of body, controls verbal functions; speaking, reading, writing, understanding language, reasoning, analysing and interpreting information | 1-2 |
| Right hemisphere; receives information from and controls left hand side of body, non-verbal activities, drawing, puzzles, art, spatial tasks, facial recognition, maps | 1-2 |
| **Subtotal** | **4** |
| Hemisphere to Ghirhart | |
| Ghirhart – uses the right side of her brain for her art, she uses the non-verbal skills to create an image on a page. While doing this, her right hemisphere would also be controlling the left-hand side of her body, as she is left-handed. In communicating what she wants to do to her team, she would be using the verbal functioning of her left hemisphere | 1-2 |
| **Subtotal** | **2** |
| Neuron | |
| Cell body (1 mark) – brain cell of the neuron, controls the functioning of the cell (1 mark) | 1-2 |
| Axon (1 mark) – transmits messages from the cell body to axon terminals out to other neurons or to cells in the muscles/glands (1 mark) | 1-2 |
| Dendrites (1 mark) – receive messages from other cells/neurons and transmit them to the cell body (1 mark) | 1-2 |
| Myelin sheath (1 mark) – protects the axon from interference and speeds up neural transmission (1 mark) | 1-2 |
| Messages are passed throughout the body via pathways of neurons, the dendrites receive the message, pass it through to the cell body for interpretation/action, the message is continued through the axon where it is picked up by the dendrites of the next neuron. These messages are almost instantaneous. | 1-2 |
| **Subtotal** | **10** |

**Question 10** (Continued)

|  |  |
| --- | --- |
| Scanning techniques | |
| Two scanning techniques:   * Functional Magnetic Resonance Imaging (fMRI) – used to measure where cells in the brain are using oxygen. Brain cells consume more oxygen-rich blood when active. Higher levels of oxygen in the blood have higher levels iron (oxyhaemoglobin and haemoglobin). These iron rich cells can be detected differently using magnetic fields and are measured based on their BOLD signal (Blood Oxygenation Level Dependent signal), higher BOLD signal means increased oxygen, means the brain is active in that area for the specific activity/behaviour | 1-3 |
| * Positron Emission Tomography (PET) – used to measure where cells in the brain are using glucose. Similar to fMRI, brain cells consume more glucose when active. Glucose with a radioactive tracer is injected into the bloodstream or taken orally, where it travels to the brain and is able to be detected by positron detectors. Areas of the brain that are active consume more glucose and appear differently to inactive areas on a positron detector image. These scans show us where the brain is active during specific activity/behaviour | 1-3 |
| **Subtotal** | **6** |
| Dynamic scans are most appropriate because:   * They measure activity in the brain (not structure) * Ghirhart is wanting to examine her brain’s activity, not structure * fMRI and PET are used to see where the brain is active during different activities * EEG would not be effective as it only provides a difference between consciousness, not specific activity * Still picture scans (such as CAT and MRI) only provide images of the brain and it’s structure, with the ability to see abnormalities or atrophied areas but do not provide information on activity being performed at a given time * produce moving light images on a computer (more interesting artwork for the scientific art) | 1-3 |
| **Subtotal** | **3** |
| Quality of Response | |
| Writes coherent, cohesive paragraphs, uses appropriate psychological terminology consistently and correctly. Correct punctuation/grammar used. | 3 |
| Paragraphs are coherent clear. A range of psychological terminology is used and is mostly accurate. May be some errors in punctuation/grammar but does not limit understanding | 2 |
| Attempts to use paragraphs, limited or no psychological terminology. May have limited correct punctuation/grammar | 1 |
| **Subtotal** | **3** |
| **Total** | **28** |