**Insert School Logo**

**Semester One**

**Examination 2022**

**Question/Answer booklet**

**PSYCHOLOGY**

**UNIT 1**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***TIME ALLOWED FOR THIS PAPER***

Reading time before commencing work: Ten minutes

Working time for the paper: Three hours

***MATERIALS REQUIRED/RECOMMENDED FOR THIS PAPER***

**To be provided by the supervisor:**

* This Question/Answer Booklet; Formula and Constants sheet

**To be provided by the candidate:**

* Standard items: pens, pencils, eraser or correction fluid, ruler, highlighter.
* Special items: Calculators satisfying the conditions set by the SCSA for this subject.

***IMPORTANT NOTE TO CANDIDATES***

No other items may be taken into the examination room. It is **your** responsibility to ensure that you do not have any unauthorised notes or other items of a non-personal nature in the examination room. If you have any unauthorised material with you, hand it to the supervisor **before** reading any further.

**Structure of this paper**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Section | Number of questions available | Number of questions to be answered | Suggested working time  (minutes) | Marks available | Percentage of exam |
| Section One:  Research Methods | 2 | 2 | 30 | 31 | 20 |
| Section Two:  Short answer | 7 | 7 | 90 | 89 | 55 |
| Section Three:  Extended Answer | 2 | 2 | 60 | 50 | 25 |
|  |  |  | **Total** |  | 100 |

**Instructions to candidates**

1. The rules for the conduct of Western Australian external examinations are detailed in the *Year 12 Information Handbook 2022.* Year 11 exams use the same rules and sitting this examination implies that you agree to abide by these rules.
2. Write your answers in this Question/Answer Booklet.
3. You must be careful to confine your responses to the specific questions asked and follow any instructions that are specific to a particular question.
4. Spare pages are included at the end of this booklet. They can be used for planning your responses and/or as additional space if required to continue an answer.
   * Planning: If you use the spare pages for planning, indicate this clearly.
   * Continuing an answer: If you need to use the space to continue an answer, indicate in the original answer space where the answer is continued, i.e. give the page number. Refer to the question(s) where you are continuing your work.

# Section One: Research Methods 20% (31 marks)

This section has **two (2)** questions. Answer **all** questions. Write your answers in the space provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of the Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, ie – give the page number.

Suggested working time for this section is 30 minutes.

**Question 1 (15 marks)**

Researchers at Binto University were interested in age differences in memory processes. They decided to test whether elderly adults were more likely to remember the first word on a list than younger adults. Participants were screened for any cognitive impairment. They recruited 50 adults aged 70–85 from aged care homes (Group A) and 50 younger adults aged 20-50 that lived within 10 kilometres of the aged care homes (Group B).

Each participant in Group A and Group B was given a typed list of twenty items to study for three minutes. At the end of the allocated time, the word lists were removed, and participants were asked to write down the first word they could remember.

The researchers recorded the number of first words recalled by each group.

|  |  |  |
| --- | --- | --- |
| **Number of first words recalled by list position** | | |
|  | **Group A** | **Group B** | |
| First word on the list | 11 | 20 | |
| Last word on the list | 25 | 25 | |
| Other words from within the list | 8 | 4 | |
| Random words not on the list | 4 | 1 | |
| **Total** | **50** | **50** | |

(a) Name the type of data has been collected by the researchers. (1 mark)

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**Question 1 (continued)**

Answer the following questions based on the scenario above.

(b) (i) Identify the independent variable for this experiment. (1 mark)

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(ii) Identify the dependent variable. (1 mark)

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(iii) Identify **one** participant variable that was controlled. (1 mark)

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(iv) Identify **one** participant variable that was uncontrolled. (1 mark)

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(c) The researchers hypothesised that elderly people would recall a higher number of first words on a list than younger adults. State whether this hypothesis was supported. Provide evidence to support your conclusion. (2 marks)

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After the Binto University research was published in a Psychology journal, researchers from the University of Lalla decided to repeat the research method using the same types of participants and method.

(d) (i) Demonstrate your understanding of validity by applying it to the above scenario.

(2 marks)

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(ii) The original experiment was high in reliability. State what the Lalla researchers could expect the results for the new study to show. (1 mark)

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(iii) University of Lalla researchers conducted a literature search and decided to use the same hypothesis as Binto University. List the next **three** steps in the scientific method they must follow: (3 marks)

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(iv) Outline the ethical concept that applies to publishing the results of this research in a psychological journal. (2 marks)

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**Question 2 (16 marks)**

Dr Sung was investigating risk taking behaviour in adolescents. 37 participants aged between 10 and 19 years old (21 females, 16 males) were recruited through local schools using posters and social media.

Participants were told that they would receive a reward for pumping up as many balloons as possible to maximum inflation. However, no reward would be received for any balloons that burst.

The number of pumps used by each participant was recorded and, after each participant had completed the activity, they were asked a series of questions where they described their experiences.

1. Identify the population and sample for this research. (2 marks)

|  |  |
| --- | --- |
| **Population** |  |
| **Sample** |  |

(b) Explain the type of data being collected by Dr Sung when she asked participants a series of questions. (2 marks)

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**Question 2 (continued)**

(c) Dr Sung was interested to see if there was a relationship between the mean number of pumps and age of participants. She collated her data and presented it in the graph below:

Chart, scatter chart

Description automatically generated

(i) Name the type of graph above. (1 mark)

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(ii) Describe the relationship between participants’ age and the mean number of pumps   
represented in the graph. (1 mark)

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Dr Sung compared the number of balloons that were inflated to their maximum level for male and female participants for three age groups.

|  |  |  |  |
| --- | --- | --- | --- |
| **Mean number of fully inflated balloons by females and males** | | | |
| **Age** | **10 to 12** | **13 to 15** | **16 to 18** |
| Females | 71 | 82 | 87 |
| Males | 67 | 80 | 84 |

(d) (i) Calculate the mean number of balloons inflated to their maximum for females and males. (2 marks)

|  |  |
| --- | --- |
| Females |  |
| Males |  |

**Question 2 (continued)**

(ii) One female participant in the 10 to 12 years group inflated 80 balloons which was the highest score. The next highest score was 55. Describe the likely impact of the highest score on the mean for females in this study. (2 marks)

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Dr Sung told her participants that they would be rewarded for the number of balloons they inflated to maximum. However, at the end, they were told there was no actual reward.

(e) (i) State the term used to describe giving misleading or false information to participants. (1 mark)

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(ii) Account for Dr Sung’s inclusion of false information in this experiment. (2 marks)

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(iii) Having used false information, name and describe the action Dr Sung must take at the end of the experiment. (3 marks)

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**End of Section One**

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# Section Two: Short Answer 55% (89 Marks)

This section has **seven (7)** questions. Answer **all** questions. Write your answers in the space

provided.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 90 minutes.

**Question 3 (16 marks)**

(a) State **two** functions of each part of the brain listed below:

(4 marks)

|  |  |
| --- | --- |
| **Midbrain** |  |
| **Hindbrain** |  |

The image of the brain below clearly shows that it is divided into two halves.

A black and white drawing of a flower

Description automatically generated with low confidence

(b) (i) Name the psychological term used to describe these halves. (1 mark)

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**Question 3 (continued)**

(ii) State the function of the corpus callosum. (1 mark)

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(iii) Marieta is a journalist. She writes articles for many news services that require her to present information in a concise and logical way. State which side of her brain is likely to be dominant.

(1 mark)

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(iv) Based on your understanding of the function of the two halves of the brain, explain   
why you think Marieta is left or right-hand dominant. (3 marks)

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While playing sport, Maya is hit on the head and finds that there are some changes in her functioning. She keeps bumping into furniture and finds it difficult to distinguish left from right.

(c) (i) Identify the part of her brain that is likely to have been damaged. (1 mark)

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**Question 3 (continued)**

(ii) Her doctors are concerned that she may have some permanent damage to the structure of her brain. They decide to investigate using a still picture scanning technique. List **two** options they may use for this type of test.

(2 marks)

One: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_ \_\_\_**

Two**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ \_\_\_**

(iii) Explain why a still picture scanning technique would be a more appropriate method for investigating brain function than a dynamic picture scanning technique.

(3 marks)

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**Question 4 (15 marks)**

Smari is attending a large music festival on a hot summer’s day. She describes the experience as “sensory overload” but, when she stops to think about it, she can remember specific sensations.

(a) (i) Complete the chart below to identify the sensory organs and outline how they   
have been stimulated during Smari’s experience: (3 marks)

|  |  |
| --- | --- |
| **Organ** | **Example of Stimulus** |
| **Skin** |  |
|  | The people around her are wearing bright colours and many have multi-coloured hair. |
| **Nose** |  |

Smari comments that the main thing she recalls about the festival is that, even though it was   
 very noisy due to so many stages performing at the same time, she only noticed the sound of   
 her favourite band; even when she was on the other side of the festival ground.

(ii) Name the type of attention would account for Smari hearing her favourite band when other stages were also making noise. (1 mark)

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(iii) Propose how this type of attention would affect Smari’s processing of the noise at the festival. (2 marks)

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**Question 4 (continued)**

Cognition is the process of acquiring knowledge and comprehension. After the festival,   
Smari and her friend are discussing their day out. Her friend had an argument with   
their partner at the festival and said it was a terrible day.

(iv) Explain the psychological concept that would account for the friend’s thoughts about the festival. (3 marks)

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Krys has walked the same way to school every day for five years. One day, she is surprised when a magpie swoops and hits her on the head. Just after she is swooped, she notices that there is a warning sign next to the footpath. Her friends tell her the sign has been there ever since the footpath was built ten years ago.

(b) (i) Explain the psychological concept that accounts for why Krys did not notice thew warning sign before the magpie swooped. (3 marks)

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(ii) Explain the psychological concept that accounts for why Krys suddenly noticed a warning sign that had been next to the footpath every day she had been using it. (3 marks)

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**Question 5 (12 marks)**

Dexter Dunphy conducted an observational study of adolescents in Sydney and proposed that they progress through relationship groups in sequence.

(a) (i) Identify the type of relationship group that forms in Dunphy’s first point of the sequence and state the stage of life in which this development occurs. (2 marks)

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(ii) Outline the features of the group described by Dunphy at this point in the sequence.  
 (3 marks)

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After the first point of the sequence, Dunphy describes four other points of the sequence where the nature of the group’s relationships change.

(iii) Forna and Bz are a couple who like to socialise with other couples on a regular basis.   
 Identify the relationship group that this activity represents.

(1 mark)

(iv) Forna and Bz stay together as a couple throughout school, and both get jobs once they finish. Propose what is likely to happen to their group once they leave school.

(2 marks)

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Forna starts her new job in a large company. She works in an office space that she shares   
with three other people. Every Friday, the whole department gets together for a morning tea. A person from another office always compliments Forna about the quality of her contributions. Forna returns these compliments.

(b) (i) Bz tells her that these are likely to become her friends. Identify and outline the determinant of liking that supports Bz’ opinion. (2 marks)

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(ii) Describe the determinant of liking which accounts for Forna and this person becoming friends.

(2 marks)

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**Question 6 (11 marks)**

Lia’s son is in Pre-Primary and he is having difficulty communicating with his friends. The teacher contact’s his parents and they discuss possible reasons for his lack of effective communication skills. The teacher suspects that the child has a hearing impairment.

(a) Identify **one** other impact on effective communication that could cause a child to have   
difficulties.

(1 mark)

(b) One of the other students in the class was born with a permanent hearing impairment. Outline how this is likely to affect this child’s ability to communicate effectively with other children.

(3 marks)

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The Pre-Primary teacher sets up a series of tasks for her students to improve their communication skills. The students will work in groups of up to four.

(c) (i) Name the method being used by the teacher to foster effective communication.

(1 mark)

(ii) Outline why this method improves effective communication. (2 marks)

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While working in a group, Ndossi and Kim disagree about who should get to speak first for the oral presentation of their project. Ndossi is speaking and Kim is looking away and folding her arms. It is clear to the teacher that they are not communicating effectively.

(d) (i) State **two** ways Kim could demonstrate she is listening actively to Ndossi. (2 marks)

One:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Two:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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(ii) Describe **one** listener attribute that might be causing Kim to be unable to communicate effectively in this situation.

(2 marks)

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**Question 7 (9 marks)**

Between 60% and 80% of communication is non-verbal. Refer to the image below to answer the following questions.



**A**

There are many elements of non-verbal communication being used by Person A in the picture.

(a) Describe what is being communicated by each element listed below.

(6 marks)

|  |  |
| --- | --- |
| **Element of non-verbal communication** | **Description** |
| **Body Language** |  |
| **Physical distance** |  |
| **Facial expressions** |  |

(b) Lim is preparing for a date. He opens his bathroom cabinet and tries to decide which   
aftershave to use. Explain why he would care about the way he smells for the date.

(3 marks)

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**Question 8 (10 marks)**

Petrov attended his brother’s Year 12 Graduation ceremony. He noticed distinct differences in   
the forms of address used between attendees. According to Robinson, forms of address   
indicate the nature of relationships between people involved in communication.

(a) (i) List **two** factors that may impact the form of address used. (2 marks)

One:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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Two:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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(ii) Provide **one** example of the correct form of address Petrov should use in a formal setting when speaking to the Principal of his brother's school. (1 mark)

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(iii) Outline why Petrov should use the form of address identified in Part (a)(ii) rather than   
 simply saying “Yo” to address the Principal. (3 marks)

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(b) One of Robinson's social skills is shaking hands. An observable feature of handshakes is the amount of pressure applied, select **two** levels of pressure and describe what is being communicated by each.

(4 marks)

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**Question 9 (17 marks)**

Sir Francis Galton was interested in intelligence and how it can be measured.

(a) (i) Name the term used by Galton to describe the idea that intelligence exists across multiple dimensions.

(1 mark)

(ii) Eli scores very highly on timed Mathematics tests. Propose, according to Galton, how Eli is likely to score on similar tests for English and Science. (2 marks)

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(b) Spearman developed a statistical technique known as factor analysis. Name and describe the **two** factors included in Spearman’s measure.

(4 marks)

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(c) (i) Terman developed a method to measure intelligence. Describe the **two** components of Intelligence Quotient. (4 marks)

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(ii) Mathias scores an Intelligent Quotient of 100. State what this IQ score suggests about his level of intelligence. (1 mark)

In contrast to other theorists, Howard Gardner thought that traditional intelligence tests were   
limited in scope.

(d) (i) Name the intelligence theory developed by Gardner. (1 mark)

**Question 9 (continued)**

(ii) Gardner’s theory differed from Galton’s theory in terms of the nature of intelligence. Describe **two** differences in the nature of intelligence between the theories. (4 marks)

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**End of Section Two**

# Section Three: Extended Response 25% (50 marks)

Section Three consists of **two** questions. You must answer **both** questions.

Supplementary pages for planning/continuing your answers to questions are provided at the end of this Question/Answer booklet. If you use these pages to continue an answer, indicate at the original answer where the answer is continued, i.e. give the page number.

Suggested working time: 60 minutes.

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Write your answer to Question 10 on pages 30–35.

When you have answered this question, turn to page 36 for Question 11 and write your answer on pages 37-41.

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**Question 10 (25 marks)**

Year 10 students at Calborough High School (CHS) set up a classroom display to establish positive relationships across the school. One of their strategies to build relationships was a 10km bike ride. During the ride, two riders at the front of the group crash in an isolated part of the course. One of the riders appears to be seriously injured. There are forty riders behind them but only two stop to help.

When the rest of the riders return to the school, they discover that some Year 9 students have vandalised the Year 10 classroom. When they are identified, some Year 10 students yelled at them as a way to stop their behaviour. However, the vandals became more motivated to damage work done by the Year 10 students.

Demonstrate your psychological understanding to explain why some students stopped to help the injured riders. Explain the type of behaviour demonstrated by the vandals and outline how the Year 10 students could communicate effectively instead of yelling at them.

* Explain the type of relationship illustrated by the riders that helped. (2 marks)
* Outline **two** factors that may have affected the riders’ decision to help. (4 marks)
* Explain the type of relationship illustrated by the students that vandalised the classroom. (2 marks)
* Define effective communication. (1 mark)
* Explain why yelling at the vandals is not an example of effective communication. (4 marks)
* Explain assertive communication and active listening. (4 marks)
* Outline how the Year 10 students could have used **one** of these techniques to communicate more effectively with the vandals. (4 marks)
* Quality of the response. (4 marks)

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**Question 11 (25 marks)**

Mis is 20 years-old and enjoys going to parties. Many of the people at the parties she attends use recreational drugs but Mis is not sure about using any form of drug; especially after she witnessed a young person collapse at one party. At that party when the paramedics arrived, they took the person’s temperature and ruled out using a Galvanic Skin Response to measure their state of consciousness.

After much discussion with friends and reading online, Mis decides to try alcohol. Her friend, Mye is very health conscious; she engages in regular physical activity and does not agree with Mis’ decision.

Analyse the effects of alcohol and physical activity on emotion, behaviour and thought and explain **two** additional physiological responses that would indicate the collapsed person’s state of consciousness.

* Define the term “recreational drug”. (1 mark)
* Describe **two** physiological effects of alcohol. (4 marks)
* Outline the effects of alcohol on human behaviour, emotion and thought. (6 marks)
* Explain how physical activity affects human emotion, behaviour and thought. (6 marks)
* Outline **one** physiological response the paramedics could use immediately to gauge the collapsed person’s level of consciousness. (2 marks)
* Outline **one** physiological response that could be measured in a hospital or clinic. (2 marks)
* Quality of response. (4 marks)

**End of exam**

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**ACKNOWLEDGEMENTS**

Question 3: Image retrieved from https://www.scienceproject.com/projects/intro/Senior/SB292.asp

Question 7: Image retrieved :  <https://www.istockphoto.com/photo/two-women-talking-about-problems-at-home-gm912927848-251316029>

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