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**PSYCHOLOGY**

**UNIT 1**

**2022**

**MARKING GUIDE**

***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 | 90 | 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. Suggested working time for this section is 30 minutes.

**Question 1 (15 marks)**

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

(1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| Quantitative | 1 |
| **Total** | **1** |

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

(1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| Age of the participants | 1 |
| **Total** | **1** |

(ii) Identify the dependent variable (1 mark)

|  |  |
| --- | --- |
| **Description** | **Description** |
| The number of first words on a list that were recalled | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Description** |
| Whether there was any cognitive impairment/location of participants | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** | **Description** |
| Accept any correct answer including:  Intelligence/education level/medication/use of recreational drugs/amount of sleep. | 1 |
| **Total** | **1** |

**Question 1** **(continued)**

(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)

|  |  |
| --- | --- |
| **Description** | **Description** |
| The hypothesis is not supported. | 1 |
| Elderly adults/Group A recalled first words 11 times/less than younger adults/Group B who recalled the first words on the list/20 times. | 1 |
| **Total** | **2** |

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| This test was valid/measured what it intended to measure | 1 |
| As it measured whether elderly adults were more likely to remember the first word on a list than younger adults. | 1 |
| **Total** | **2** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| They will be similar/the same as the results of the original study | 1 |
| Note: do not accept “high in reliability” (restates the question) |  |
| **Total** | **1** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Design the method | 1 |
| Collect the data | 1 |
| Analyse the data | 1 |
| **Total** | **3** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Confidentiality | 1 |
| Data for individual participants must not be revealed/must be protected from identification | 1 |
| **Total** | **2** |

**Question 2 (16 marks)**

(a) Identify the population and sample for this research.

(2 marks)

|  |  |
| --- | --- |
|  | **Description** |
| **Population** | Adolescents |
| **Sample** | (39) 10 -19 year old adolescents from local schools |

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Qualitative | 1 |
| She collected descriptions of their experiences/the answers were descriptive | 1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Scatterplot/scattergram | 1 |
| **Total** | **1** |

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

(1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| There is no relationship/correlation | 1 |
| **Total** | **1** |

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

|  |  |  |
| --- | --- | --- |
|  | **Description** |  |
| Females | 80 | 1 |
| Males | 77 | 1 |
| **Total** | | **2** |

**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)

|  |  |
| --- | --- |
| **Description** |  |
| Because this score/the outlier was higher than the other scores | 1 |
| The mean for females is likely to have been higher | 1 |
| Note: Accept other relevant responses |  |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Deception | 1 |
| **Total** | **1** |

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Because participants may not have tried as hard/been as motivated/not have achieved the same results | 1 |
| if they had known there was no reward. | 1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Debrief | 1 |
| Inform participants of the nature of the deception | 1 |
| And the reasons for deception | 1 |
| **Total** | **3** |

**End of Section One**

**Section Two: Short Answer 55% (90 Marks)**

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

provided. Suggested working time for this section is 90 minutes.

**Question 3 (16 marks)**

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

(4 marks)

|  |  |
| --- | --- |
| **Midbrain** | Any two:   * Involved in auditory processing (1) * Involved in Visual processing/eye movement (1) * Involved in movement coordination (1) * Involved in alertness (1) |
| **Hindbrain** | Any two:   * Connects the brain and spinal cord (1) * So that messages can be sent and received from the rest of the body (1) * Organisation of motor reflexes (1) * Coordinates vital functions such as breathing/heart rate (1) * Responsible for sleep/wake activity (1) |

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

|  |  |
| --- | --- |
| **Description** |  |
| Hemispheres | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Passes messages/signals between the hemispheres | 1 |
| **Total** | **1** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Left | 1 |
| **Total** | **1** |

**Question 3 (continued)**

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Marieta will be right-hand dominant | 1 |
| The left hemisphere controls the right side of the body | 1 |
| And Marieta is left-hemisphere dominant | 1 |
| **Total** | **3** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Parietal lobe | 1 |
| **Total** | **1** |

(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 for this type of test they may use.   
 (2 marks)

|  |  |  |
| --- | --- | --- |
|  | **Description** |  |
| One: | Computed axial tomography/CAT scan | 1 |
| Two: | Magnetic resonance imaging/MRI | 1 |
| **Total** | | **2** |

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

(3 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Still pictures are effective for viewing damage to structures of the brain. | 1 |
| Dynamic pictures are comparatively expensive | 1 |
| and provide more detail than the doctors need in this case/still pictures provide sufficient detail for this case. | 1 |
| (Note: Accept other relevant answers) | |
| **Total** | **3** |

**Question 4 (15 marks)**

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

|  |  |
| --- | --- |
| **Organ** | **Description of Stimulus** |
| **Skin** | Accept any relevant example that would stimulate skin-based response such as heat of the sun/contact with others. |
| Eyes | The people around her are wearing bright colours and many have multi-coloured hair. |
| **Nose** | Accept any relevant example that would stimulate olfactory response such as smell of food vans/body odour/perfumes worn by other festival participants/smoke |

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

|  |  |
| --- | --- |
| **Description** |  |
| Smari would be using selective/selected attention | 1 |
| **Total** | **1** |

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| She would be only paying attention to the sound of her favourite band | 1 |
| And filtering out/ignoring other aural stimuli | 1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Perception | 1 |
| Is the way sensory information is organised and interpreted | 1 |
| The friend had an argument so this experience would impact their interpretation. (Accept other relevant answers relevant to the scenario) | 1 |
| **Total** | **3** |

**Question 4 (continued)**

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

|  |  |
| --- | --- |
| **Description** |  |
| Habituation | 1 |
| Krys has stopped paying attention/decreased her response to a visual stimulus/the warning sign | 1 |
| Due to it being repeatedly exposed to it/ it being presented on multiple occasions | 1 |
| **Total** | **3** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Dishabituation | 1 |
| Krys restores her response to the stimulus | 1 |
| Due to a new/novel presentation occurring (when the magpie swoops and hits her head). | 1 |
| **Total** | **3** |

**Question 5 (12 marks)**

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Cliques | 1 |
| Early adolescence | 1 |
| **Total** | **2** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Same sex | 1 |
| Includes an authority figure/leader | 1 |
| Share same interests/activities/appearance | 1 |
| **Total** | **3** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Fully developed/formed crowd | 1 |
| **Total** | **1** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Crowd will disintegrate | 1 |
| Couples will go their separate ways. | 1 |
| **Total** | **2** |

**Question 5 (continued)**

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Proximity/Similarity | 1 |
| People are more likely to form friendships with people who are in close association with them. | 1 |
| **Total** | **2** |

(ii) Describe the determinant of liking that accounts for Forna and this person becoming friends. (2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Reciprocity | 1 |
| People respond positively to individuals who express positive regard for them/we like people when there is the likelihood of some reward (positive exchange). | 1 |
| **Total** | **2** |

**Question 6 (11 marks)**

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

(1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| Language delay | 1 |
| \*Note other answers are possible but students should be answering in terms of the Syllabus for this Unit. |  |
| **Total** | **2** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| The child is likely to have difficulty pronouncing words correctly | 1 |
| Other children may struggle to understand what they are trying to say | 1 |
| Making it difficult for them to receive the message/communication as it was intended. | 1 |
| **Total** | **3** |

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

(1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| Working collaboratively | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Individuals have to work together to achieve a common goal (1) so must be able to understand each other/the meanings being communicated (1) | 1-2 |
| **Total** | **2** |

**Question 6 (continued)**

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Any two of:  Make eye contact/look at Ndossi  Unfold her arms/adopt an open posture/body language  Lean towards Ndossi  Note: accept any relevant answers. | 1-2 |
| **Total** | **2** |

(ii) Describe **one** listener attribute that might be causing Kim to be unable to communicate effectively in this situation. (2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Kim might be scared when people shout/have previous experience of not being able to win an argument/be angry or upset | 1 |
| that affects her ability to listen and receive the intended message. | 1 |
| Note: Accept any relevant answer |  |
| **Total** | **2** |

**Question 7 (9 marks)**

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

|  |  |
| --- | --- |
| **Element of non-verbal communication** | **Description** |
| **Body language** | Directed/angled/leaning in towards the other woman (1) so giving her full attention/everything is directed to the other woman (1).  Arm around the shoulder/shoulder embrace (1) shows affection/care/support (1). |
| **Physical distance** | Very close (1) demonstrating this is a close relationship/she knows the other person well (1). |
| **Facial expressions** | Soft smile/kind/caring (1) showing concern/openness to the other person (1). |
| Note: accept all relevant answers. | |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Smells can evoke/lead to an emotional response | 1 |
| Lim wants his date to like him/respond positively (1) so he would need to select an aftershave that smells pleasant/nice/attractive (1). | 1-2 |
| **Total** | **3** |

**Question 8 (10 marks)**

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

(2 marks)

|  |  |
| --- | --- |
| **Description** |  |
| Any two correct answers including: age, gender, familiarity, status | 1-2 |
| **Total** | **2** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| Mr/Mrs/Ms/Sir/Madam/Dr\*  \**No gender is specified in the prompt, accept any answer that reflects a formal form of address.* | 1 |
| **Total** | **1** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| The principal is of higher status than Petrov | 1 |
| Meeting is in a formal context/situation/environment | 1 |
| It is socially/culturally expected | 1 |
| **Total** | **3** |

(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)

|  |  |
| --- | --- |
| Any two: | |
| Low/soft pressure communicates lack of lack of trust/lack of confidence | 1-2 |
| Firm pressure communicates trust/confidence/optimism | 1-2 |
| Excessive pressure communicates aggression/dominance | 1-2 |
| **Total** | **4** |

**Question 9 (17 marks)**

(a) (i) Name the term used by Galton to describe the idea that intelligence exists across multiple dimensions. (1 mark)

|  |  |
| --- | --- |
| **Description** |  |
| General intelligence | 1 |
| **Total** | **1** |

(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)

|  |  |
| --- | --- |
| **Description** |  |
| He is likely to score very highly | 1 |
| Because scores on one intelligence test will correlate with scores on other tests. | 1 |
| **Total** | **2** |

(b) Spearman developed a statistical technique know as factor analysis. Name and describe the **two** factors included in Spearman’s measure. (4 marks)

|  |  |
| --- | --- |
| G-factor (1) refers to general intelligence (1). | 1-2 |
| S-factor (1) refers to specific mental abilities (1). | 1-2 |
| **Total** | **4** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Mental age is the average mental ability displayed by people of a given age. | 1-2 |
| Chronolgical age is age in years. | 1-2 |
| **Total** | **4** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Mathias’ mental age and chronological age are the same/Mathias’ individual intelligence matches other children his age. | 1 |
| **Total** | **1** |

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

|  |  |
| --- | --- |
| **Description** |  |
| Multiple Intelligences Theory | 1 |
| **Total** | **1** |

**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)

|  |  |
| --- | --- |
| **Description** |  |
| Gardiner believed that all people possessed multiple intelligences (1) that could change/be strengthened or weakened over time (1). | 1-2 |
| Galton believed that intelligence was innate/general (1) and its level did not/minimally change over time (1). | 1-2 |
| Note: Accept other relevant explanations that show the difference. |  |
| **Total** | **4** |

**End of Section Two**

**Section Three: Extended Answer 25% (50 marks)**

**Question 10 (25 marks)**

|  |  |
| --- | --- |
| **Explain the type of relationship illustrated by the riders that helped** | |
| Prosocial behaviour/relationship | 1 |
| Occurs when behaviour is voluntary and for the benefit of others. | 1 |
| **Total** | **2** |
| **Outline two factors that may have affected the riders’ decision to help** | |
| Any **two** of: |  |
| The closeness of relationships/familiarity to the injured riders/whether the injured riders were friends or members of the helper’s family as people are more likely to help someone close or familiar to them. | 1-2 |
| The helpers’ perception of competency/skills/ability to provide appropriate assistance. | 1-2 |
| Whether the helpers perceived there would be some social/material reward for helping. | 1-2 |
| Whether there is a social expectation such as from family, friends or the school that they will help. | 1-2 |
| Perception of level of emergency, the seriousness of the injury may have encouraged the riders to help. | 1-2 |
| **Total** | **4** |
| **Explain the type of relationship illustrated by the students that vandalised the classroom.** | |
| Antisocial behaviour/relationship | 1 |
| Occurs when behaviour is voluntary and for the harm/detriment of others. | 1 |
| **Total** | **2** |
| **Define effective communication** | |
| The receiving of the meaning of message as it was intended by the sender. | 1 |
| **Total** | **1** |
| **Explain why yelling at the vandals is not an example of effective communication** | |
| Yelling is aggressive/creates a negative emotional response/mood | 1 |
| that discourages receivers from listening/receiving the intended message. | 1 |
| Therefore, instead of understanding the message that Year 10s wanted them to stop/change/apologise for their behaviour | 1 |
| The Year 9s responded with anger/decided to continue their behaviour. | 1 |
| **Total** | **4** |
| **Explain assertive communication and active listening** | |
| Assertive communication establishes an atmosphere of mutual respect where needs are expressed honestly/authentically/clearly. | 1-2 |
| Active listening occurs when full attention is given to what is being said in order to understand the speaker. | 1-2 |
| **Total** | **4** |

|  |  |
| --- | --- |
| **Outline how the Year 10 students could use one of these techniques to communicate more effectively.** | |
| They could state their goals clearly/that they want to understand/communicate with the vandals to prevent them from wanting to destroy their work again. | 1-2 |
| They could explain their feelings without emotional charge. | 1-2 |
| OR |  |
| They could ensure that their body language (including facial expressions) are open to hearing the others’/vandals’ point of view. | 1-2 |
| They could use paraphrasing/summarising/open ended questions to make sure that they understand the Year 9s clearly. | 1-2 |
| **Total** | **4** |
| **Quality of Response** | |
| Coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks) | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning | 3 |
| Candidate writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning. | 2 |
| Candidate writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar. | 1 |
| **Total** | **4** |
| Note: Accept all relevant responses |  |

**Question 11 (25 marks****)**

|  |  |
| --- | --- |
| **Define the term recreational drug** | |
| Any drug used for non-medical purposes/enjoyment or pleasure that has no medical purpose. | 1 |
| **Total** | **1** |
| **Describe two physiological effects of alcohol** |  |
| Any two of: |  |
| Depressant/slows down the function of the central nervous system | 1-2 |
| May inhibit healthy brain development in young people/adolescents. | 1-2 |
| May increase blood pressure leading to hypertension later in life. | 1-2 |
| Effects liver enzymes and can cause permanent liver damage. | 1-2 |
| Effects the cerebellum leading to poor motor-coordination | 1-2 |
| **Total** | **4** |
| **Outline the effects of alcohol on human behaviour, emotion and thought** | |
| Behaviour: slurring of words /stumbling or falling /slower reflexes/increase in risk-taking behaviour | 1-2 |
| Emotion: feeling more relaxed/irritable/anxious/dysregulates emotions/mood swings | 1-2 |
| Thought: memory loss/cognitive impairment (inability to process information effectively)/short attention span | 1-2 |
| **Total** | **6** |
| **Explain the effects of physical activity human behaviour, emotion and thought** | |
| Behaviour: Improves social interactions when done in a social setting/improves strength and endurance which reduces falls/improves quality of sleep as body is physically tired/studies show that it may reduce anti-social behaviour. | 1-2 |
| Emotion: Releases hormones/neurotransmitters that improve mood/feelings of wellbeing/happiness/self-esteem/self-efficacy. | 1-2 |
| Thought: Improves/increases cognitive processes/memory/academic performance/concentration through myelination/increased oxygenation of the brain. | 1-2 |
| **Total** | **6** |
| **Outline one physiological response to immediately indicate level of consciousness** | |
| Heart rate/Temperature | 1 |
| Slower heart rate indicates relaxation/slowed function (allow inverse) OR  Lower temperature indicates lower level of arousal/alertness (allow inverse) | 1 |
| **Total** | **2** |

**Question 11 (continued)**

|  |  |
| --- | --- |
| **Outline one physiological response to indicate level of consciousness at hospital or clinic** | |
| Electrical activity of the brain/Galvanic Skin Response (GSR) | 1 |
| Higher levels of consciousness are indicated by increased electrical activity in the brain (measured by EEG) OR  Greater the amount of sweat recorded on the GSR, the higher level of consciousness. | 1 |
| **Total** | **2** |
| **Quality of Response** | |
| Coherent and logically ordered paragraphs. Appropriate psychological terminology used consistently and correctly. Punctuation/grammar consistently correct. (Does not need essay style broad introduction or conclusion for full marks) | 4 |
| Candidate writes coherent and logically ordered paragraphs. Uses a range of psychological terminology that is mostly correct. There may be some errors in punctuation/grammar evident, but these do not impede meaning | 3 |
| Candidate writes using clear paragraphs. Uses simple psychological terminology. There may be some errors in punctuation/grammar evident, but these do not impede meaning. | 2 |
| Candidate writes a response that attempts to use paragraphs, uses limited psychological terminology correctly and/or may have limited correct use of punctuation and grammar. | 1 |
| **Total** | **4** |
| Note: accept all correct, relevant responses | |