| You may use | this space to | o plan you | r answer. |      |  |
|-------------|---------------|------------|-----------|------|--|
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           | <br> |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |
|             |               |            |           |      |  |

(Total 8 marks)

| Outline <b>one</b> example of how neurochemistry influences beh  | aviour.          |
|--|------------------|
|  |                  |
|  |                  |
|  |                  |
|  |                  |
|  |                  |
|  |                  |
|  |                  |
|  | (Total 3 mar     |
|  |                  |
| 3. Ellie and Lucy are identical twins who were raised together   |                  |
| household and went to the same school. They both recently intelligence test and were surprised to discover that Ellie acthan Lucy. |                  |
| Use your knowledge of genotype <b>and</b> phenotype to explain   | nossible reasons |
| Use your knowledge of genotype <b>and</b> phenotype to explain why Ellie and Lucy had different scores.                            | possible reasons |
|  | possible reasons |

| 1  |
|----|
| •. |
|    |

Steph and Georgie are both working mothers.

Steph enjoys being challenged at work. Steph's daughter listens to her mother's colleagues praising and admiring Steph's work and sees the awards she has been presented with in recognition of her effort. Steph's daughter is an enthusiastic student who is keen to be challenged at school.

Georgie hates her job. Her daughter has heard her boss shout at her down the phone for missing deadlines and sees how tired Georgie is after staying up late working. Georgie's daughter feels anxious when she is given difficult work and does not want to go to school.

| what ways might the biological approach explain the different attitudes of teph's and Georgie's daughters to their schoolwork? |       |
|--|-------|
| tepris and Georgie's daugnters to their schoolwork?  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
|  |       |
| (Total 4 ma  | ırks) |

| u | ່ວ. |
|---|-----|

| Jemima and Lily are identical twins. Lily complains to Jemima, "I don't understand it. If we have the same genes, how come you have clearer skin than me and are much better at netball?" |
|---|
| Jemima laughs and replies, "Lily, we may be identical twins, but we are not identical people."  |
| Using your knowledge of genotype and phenotype, explain Lily's <b>and</b> Jemima's comments.  |
|   |
|   |
|   |
|   |
|   |
|   |
| <del></del>   |
|   |

(Total 4 marks)

| Outline and briefly discuss cognitive ne |  |  |
|--|--|--|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

| utline what is meant by cognitive neuroscience. |        |
|---|--------|
|   |        |
|   |        |
|   |        |
|   |        |
| _   |        |
|   |        |
|   |        |
|   |        |
|   |        |
|   |        |
|   | (Total |