Two students investigated reflex action times.

This is the method used.

1. Student $\mathbf{A}$ sits with his elbow resting on the edge of a table.
2. Student $\mathbf{B}$ holds a ruler with the bottom of the ruler level with the thumb of Student A.
3. Student $\mathbf{B}$ drops the ruler.
4. Student A catches the ruler and records the distance.
5. Steps $\mathbf{1}$ to $\mathbf{4}$ are then repeated.

The same method was also used with Student A dropping the ruler and Student B catching the ruler.

| $\mathbf{0}$ | $\mathbf{7}$. | $\mathbf{1}$ Give two variables the students controlled in their investigation. |
| :--- | :--- | :--- |

1

2

Figure 9 shows one of the results for the Student $\mathbf{A}$.

Figure 9


| 0 | 7 | 2 |
| :--- | :--- | :--- | What is the reading shown in Figure 9?

Table 2 shows the students' results.

Table 2

| Test <br> number | Distance ruler dropped in cm |  |
| :---: | :---: | :---: |
|  | Student A | Student B |
| 1 | 9 | 12 |
| 2 | 2 | 13 |
| 3 | 6 | 13 |
| 4 | 7 | 9 |
| 5 | 7 | 8 |
| Mean | 7 | $\mathbf{x}$ |


| $\mathbf{0}$ | $\mathbf{7}$. | $\mathbf{3}$ Circle the anomalous result in Table 2 for Student A. |
| :--- | :--- | :--- | :--- |


| $\mathbf{0}$ | $\mathbf{7}$ | .4 | What is the median result for Student $\mathbf{B}$ ? |
| :--- | :--- | :--- | :--- |

Tick one box.


| 0 | 7 | 5 | Calculate the value of $\mathbf{X}$ in Table 2. |
| :--- | :--- | :--- | :--- |

Mean distance ruler dropped $=$ $\qquad$ cm

| $\mathbf{0}$ | $\mathbf{7}$. | 6 | Figure 10 shows the scale used to convert distance of the ruler drop to |
| :--- | :--- | :--- | :--- | reaction time.

Figure 10


Calculate how much faster the reaction time of Student A was compared to Student B.

Use Figure 10 and Table 2.

| $\mathbf{0}$ | $\mathbf{7}$ | $\mathbf{7}$ | What improvement could the students make to the method so the results are |
| :--- | :--- | :--- | :--- | more valid?

Tick one box.

Use alternate hands when catching the ruler $\square$
Carry out more repeats $\square$
Use a longer ruler for catching $\square$
Use more than two students to collect results $\square$

| $\mathbf{0}$ | $\mathbf{7}$ | $\mathbf{8}$ | Student $\mathbf{A}$ carried out a second investigation to see the effect of caffeine on the |
| :--- | :--- | :--- | :--- | reflex action.

Table 3 shows his results.

Table 3

| Test <br> number | Distance ruler dropped in cm |  |
| :---: | :---: | :---: |
|  | Without caffeine | With caffeine |
| 1 | 9 | 5 |
| 2 | 6 | 5 |
| 3 | 9 | 4 |
| 4 | 6 | 7 |
| 5 | 10 | 5 |
| Mean | 8 |  |

Give one conclusion about the effect of caffeine on reflex actions.
$\qquad$
$\qquad$

## Question 7

| Question | Answers | Extra information | Mark | AO / <br> Spec. Ref. |
| :---: | :--- | :--- | :--- | :--- |
| $\mathbf{0 7 . 1}$ | any two from: <br> - drop the ruler from the same <br> height <br> - use the same / dominant <br> hand each time <br> - thumb same distance from <br> ruler at the start <br> - use same type / weight of <br> ruler <br> drop the ruler without any <br> force each time <br> - keep arm resting on the edge <br> of the table |  | 2 | AO2/2 |


| $\mathbf{0 7 . 2}$ | 8 | allow 8.0 | 1 | AO2/2 <br> 4.5 .2 .1 |
| :--- | :--- | :--- | :--- | :--- |


| $\mathbf{0 7 . 3}$ | 2 (in test number 2) |  | 1 | AO3/1a <br> 4.5 .2 .1 |
| :---: | :--- | :--- | :--- | :--- |


| 07.4 | 12 |  | 1 | AO2/2 <br> 4.5 .2 .1 |
| :--- | :--- | :--- | :--- | :--- |


| $\mathbf{0 7 . 5}$ | $(12+13+13+9+8 / 5=)$ <br> 11 |  | 1 | AO2/2 <br> 4.5 .2 .1 |
| :--- | :--- | :--- | :--- | :--- |


| 07.6 | $0.15-0.12(\mathrm{~s})$ |  | 1 | AO2/2 <br> 4.5 .2 .1 |
| :--- | :--- | :--- | :---: | :---: |
|  | $0.03(\mathrm{~s})$ | allow 0.03 (s) with no working <br> shown for 2 marks | 1 | AO2/2 <br> 4.5 .2 .1 |


| 07.7 | carry out more repeats |  | 1 | AO3/3b <br> 4.5 .2 .1 |
| :--- | :--- | :--- | :--- | :--- |

## Question 7 continued

| Question | Answers | Extra information | Mark | AO / <br> Spec. Ref. |
| :---: | :--- | :--- | :---: | :---: |
| $\mathbf{0 7 . 8}$ | caffeine speeds up reflex <br> actions <br> or <br> reduces reaction time |  | 1 | AO3/2b <br> 4.5 .2 .1 |

Total

