OXFORD AQA
INTERNATIONAL QUALIFICATIONS

INTERNATIONAL GCSE

PSYCHOLOGY

9218/1

Paper 1 Cognition and behaviour

Mark scheme

Specimen

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from oxfordaqaexams.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A – Memory

01	Which of the following factors best explains the problem Oscar is experiencing? Shade **one** box. **[1 mark]**

Marks for this question: AO2 - 1 mark

Answer: C (Interference)

2.1	Describe Bartlett's 'War of the Ghosts' study. **[4 marks]**

Marks for this question: AO1 - 4 marks

Level	Marks	Description
2	**3 - 4**	Relevant knowledge and understanding of Bartlett's study with some detail. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
1	**1 - 2**	Limited or muddled knowledge and understanding of Bartlett's study is present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content.

Possible content:

- To investigate how memory for an unusual/unfamiliar story is affected by cultural expectations or to demonstrate that memory is reconstructed and changed over time.
- British participants were given a Native American Indian story called 'The War of the Ghosts'.
- After a short period of time, they were asked to retell the story to someone new. This took place several times.
- Bartlett found that each participant who passed on the story remembered some themes from the story. However, the story was shortened when it was retold and some parts were omitted and others were altered.
- Participants altered some details of the story to fit in with their own cultural experiences. For example; 'canoes' was sometimes changed to 'boats' and the name of the village was often changed from Egulac. Eventually, as the story became shorter it became more fixed but often very different from the original story.
- Bartlett concluded that what information is remembered will depend on the existing cultural knowledge or schemas of the listener.

Credit other relevant material.
Note: Description of procedures **and** findings must be present for full credit

2.2	Explain **one** strength and **one** weakness of the reconstructive theory of memory **[4 marks]**

Marks for this question: AO3 - 4 marks

Award up to 2 marks for a strength as follows:

2 marks: a clear and accurate explanation of a strength

1 mark: a limited or muddled explanation

PLUS

Award up to 2 marks for a weakness as follows:

2 marks: a clear and accurate explanation of a weakness

1 mark: a limited or muddled explanation

Possible strengths:

- Investigating memory by asking people to pass on information rather than learn word lists, is very realistic as it is the way in which people acquire much of their knowledge.
- The theory can explain why the testimony of eyewitnesses can be varied even though they all witnessed the same incident

Possible weaknesses:

- The theory does not explain situations when memories are accurate and are not altered, especially if they are very important to us personally or are very distinctive
- There is the problem that the story used to demonstrate the theory was deliberately confusing and so perhaps not a reflection of everyday remembering.

Credit other relevant material

Note: evaluation of relevant research can be credited if linked explicitly to the theory.

3	Briefly outline **two** components of the working memory model. **[4 marks]**

Marks for this question: AO1 - 4 marks

Award up to 2 marks each for any **two** of the following:

2 marks: a clear and accurate description of the component

1 mark: a limited or muddled description

Possible content:

- The components of the model are coordinated and allocated memory tasks by the central executive. The central executive has limited capacity but can process information from any sensory system.

- Verbal information is held in the form of speech by the phonological loop. It has a phonological store and an active articulatory loop where words can be rehearsed.
- Visual and spatial information is held in the visuo-spatial sketchpad. There is a passive visual store called the visual cache and an active visual rehearsal system too (inner scribe.)
- The episodic buffer is a storage facility that holds and combines information from the central executive, the phonological loop and the visuo-spatial sketchpad but also from long-term memory

Credit other relevant information.

Note: if only 2 (or more) components are named, award 1 mark.

4	Using your knowledge of procedural memory, episodic memory and semantic memory, explain Lin's behaviour. **[6 marks]**

Marks for this question: AO2 - 6 marks

Level	Marks	Description
3	**5 - 6**	There is effective application of procedural, episodic **and** semantic memory to the scenario. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
2	**3 - 4**	There is some effective application of **at least two** of the 3 types of long-term memory to the scenario. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
1	**1 - 2**	There is some application of **at least one** of the 3 types of long-term memory to the scenario. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content.

Possible application:

- Lin doesn't need to think about what to do to start swimming when he gets in the pool. It is a kind of muscle memory/automatic memory of how to do something, (procedural memory.)
- Lin recalling which capital city matches which country is the type of memory that stores his knowledge of things that other people also know. It isn't unique to Lin but is shared with other people, (semantic memory.)
- When Lin recalls all the events that happened at his friend's graduation party, he is recalling specific memories that are unique to him. These memories are often 'time-stamped' and can include how Lin felt while he was at the party and who else was there and what everyone did, (episodic memory.)

Credit other relevant application.

5	Evaluate the multi-store model of memory. **[6 marks]**

Marks for this question: AO3 - 6 marks

Level	Marks	Description
3	**5 - 6**	Evaluation of the multi-store model of memory is mostly effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
2	**3 - 4**	There may be some effective evaluation of the multi-store model of memory. There may be an attempt to draw conclusions. Some relevant terminology is used. The answer may lack some clarity, accuracy and organisation
1	**1 - 2**	Evaluation of the multi-store model of memory is of limited effectiveness or muddled. Attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content.

Possible content:

- The multi-store model of memory does not explain how we can remember some information even though we have not rehearsed it and also struggles to explain why we can forget information that we have practised and rehearsed.
- There is research evidence to support the idea that there are distinct sensory, short-term and long-term memory stores. Research shows that sensory, short-term and long-term memory are usually encoded in different forms and also differ in their duration and capacity.
- It can provide practical ideas for how to remember things more effectively. For example, we need to pay attention when our teacher is talking to us because information is only passed from sensory to short-term memory if we pay attention to it.
- The multi-store model has been criticised for being oversimplified. For example, it states we have one single long-term memory store. However, other research evidence has shown that there are several types of long-term memory; procedural, episodic and semantic.
- The working memory model has shown the STM may not be a single store but instead have a number of components that work together to actively process information that is auditory or visual.

Credit other relevant material.

Section B - Perception

6	Which **two** of the following are binocular depth cues? Shade **two** boxes. **[2 marks]**

Marks for this question: AO1 - 2 marks

Answers: A and **E**

7	What type of illusion is the visual illusion known as the Kanizsa triangle? Explain how the Kanizsa triangle illusion works. **[4 marks]**

Marks for this question: AO1 - 1 mark and AO3 – 3 marks

Award 1 mark for:

AO1

- Fiction or an illusion that is created of something that is not really present.

AO3

Award 3 marks for explanation

3 marks: a clear and detailed explanation with appropriate use of specialist terminology

2 marks: a clear explanation with some detail

1 mark: a limited or muddled explanation

Possible content:

- The image suggests there is a triangle present but there is nothing there.
- The circles have parts cut out of them and these are lined up to make is seem as though there is a solid white triangle on top of the circles.
- The 'triangle' seems to be overlapping the circles.
- This overlapping effect is an example of occlusion and makes it appear as though there are circles that are behind a triangle.

Accept an explanation that starts in a different way such as with the idea of occlusion.

8	Use your knowledge of Gregory's constructivist theory of perception to explain the Ponzo illusion shown in **Figure 1**. **[4 marks]**

Marks for this question: AO1 - 2 marks and AO2 – 2 marks

Level	Marks	Description
2	**3 - 4**	Relevant knowledge and understanding of Gregory's constructive theory of perception with some detail. Some effective application of knowledge and understanding of Gregory's constructive theory of perception to explain the Ponzo illusion. Relevant terminology is used appropriately. The answer is clear, coherent and focused.
1	**1 - 2**	Limited or muddled knowledge and understanding of Gregory's constructive theory of perception is present. Limited or muddled application of knowledge and understanding of Gregory's constructive theory of perception to explain the Ponzo illusion. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, accuracy and organisation
	0	No relevant content.

Possible content:

AO1

- According to Gregory, perception is an active process and involves drawing inferences/guesses about the best explanation for what is being experienced.
- Gregory views perception as being constructed using both sensations (nature) and stored knowledge (nurture).
- This means we interpret sensory information using what we already know.
- Stored knowledge and expectations come from past experiences which will be individual depending on the nurturing environment.

AO2

- We learn through experience that parallel lines appear to converge in the distance.
- We interpret the two outer lines as parallel lines converging in the distance.
- We misinterpret these depth cues and apply the idea of size constancy.
- We judge the top horizontal line to be further away than the bottom horizontal line so we expect it to be longer.

Credit other relevant material.

9	Use your knowledge of **one** factor that affects perception to explain the results shown in **Table 1**. **[3 marks]**

Marks for this question: AO1 – 1 mark and AO3 – 2 marks

Award 1 mark for:

AO1

- Knowledge of **Expectation/perceptual set**

AO3

2 marks: a clear and accurate explanation of the results

1 mark: a limited or muddled explanation

Possible content:

- Group A were shown pictures of rabbits before they were shown Figure 1, the ambiguous image. They were ready to perceive – expectation/perceptual set – another rabbit due to this recent experience (perceptual set). This is why 12 out of 15/most of the children saw Figure 1 as a rabbit.
- The effect of expectation for group B was the opposite effect as they were 'set' by the nine duck pictures with the expectation/perceptual set that the next picture would be another duck when the ambiguous figure was shown so, 13 out of 15 children saw a duck.

NOTE: The only relevant factor is expectation/perceptual set. It is likely that the factor will be embedded in the answer.

10	Describe and evaluate Gibson's direct theory of perception. **[12 marks]**

Marks for this question: AO1 - 6 marks and AO3 – 6 marks

Level	Marks	Description
4	**10 - 12**	Relevant knowledge and understanding of Gibson's theory is mostly accurate with detail. Evaluation of Gibson's theory is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used appropriately throughout. The answer is clear, coherent and focused.
3	**7 - 9**	Relevant knowledge and understanding of Gibson's theory is present but there are occasional inaccuracies/omissions. There may be some effective evaluation of Gibson's theory. There may be an attempt to draw conclusions. Relevant terminology is mostly used appropriately. The answer occasionally lacks clarity, coherence, focus and logical structure.
2	**4 - 6**	Limited knowledge and understanding of Gibson's theory is present. Any evaluation is of limited effectiveness. Relevant terminology is occasionally used. The answer as a whole lacks clarity, coherence, focus and logical structure.
1	**1 - 3**	Knowledge and understanding of Gibson's theory is present but very limited. Evaluation of Gibson's theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised.
	0	No relevant content.

Possible content:

- Perceptual abilities are innate and do not have to be learnt through experience.
- We perceive things by using sensory information and sensation and perception are the same thing.
- We have enough information to understand the world around us by just using sensory information.
- Visual information such as light, texture and detail helps us to make judgements about distance, movement and depth. Optic flow patterns occur when things in the distance appear stationary and everything else rushes past

- Motion parallax is a monocular depth cue which helps us understand movement. When we are moving things closer to us appear to move faster than things further away.
- Gibson's reference to affordances is his way of explaining why inferences are not needed in perception.
- It is a bottom-up theory.

Possible evaluation:

- Gibson's theory cannot explain why perception is sometimes inaccurate, for example when our brain is tricked by visual illusions.
- Gibson's theory provides a good explanation for how we are usually able to perceive quickly and accurately in everyday life using information from the optic array.
- Gibson's theory has helped us to understand the richness of the optical information our eyes receive, such as texture and colour gradient.
- Gibson developed his theory using evidence collected in real life settings such as using pilots rather than through laboratory experiments. This increases the validity of his theory.
- Evidence shows that factors such as expectation and culture affect perception. This challenges Gibson's theory and suggests that nurture (knowledge and past experience) also play an important role in perception.
- There is research evidence to support the idea that depth perception is innate. Gibson and Walk found that infants have abilities for perceiving depth even at a very young age. This supports the idea that perception may be due to nature.

Credit other relevant material.

Section C - Biopsychology

11	Complete the following sentence. Shade **one** box only. **[1 mark]**

Marks for this question: AO1 - 1 mark

Answer: C

12	Briefly outline the role of the endocrine system. **[2 marks]**

Marks for this question: AO1 - 2 marks

2 marks: a clear and accurate description of the role of the endocrine system

1 mark: a limited or muddled description

Possible content:

- The endocrine system is a network of glands that release hormones to regulate the physiological systems of the body.
- Hormones are chemicals that act on organs or cells in the body change their function/what they are doing before the hormones arrive.
- The glands in the endocrine system release their hormones directly into the blood stream so they can reach all parts of the body to affect physiological states/behaviour.

Credit only answers that focus on the role of the endocrine system rather than naming glands/hormones.

13	From the information, identify **two** examples of functions of the autonomic nervous system and **two** examples of functions of the somatic nervous system. Write your answers in the correct boxes. **[4 marks]**

Marks for this question: AO2 - 4 marks

1 mark for **each** correct identification of a function of the **autonomic nervous system** (MAX 2).
- breathing (faster)
- heart beating (faster)
- starting to sweat/sweating

1 mark for **each** correct identification of a function of the **somatic nervous system** (MAX 2).
- walking
- smiling
- standing up straight/changing posture

NOTE: Answers that just say ‘standing’ are not creditworthy.

14	Liana has had a stroke. She now finds she has difficulty moving one side of her body. Use your knowledge of psychology to name which lobe of Liana's brain a neuropsychologist should investigate. Explain your answer. **[2 marks]**

Marks for this question: AO1 - 1 mark and AO2 – 1 mark

AO1

1 mark for

- Frontal lobe

PLUS

AO2

1 mark for the explanation

- This is the part of the brain that controls movement/contains Liana's motor area.

15	Name an appropriate scanning technique that the neuropsychologist could use to investigate Liana's problems. Justify your answer. **[4 marks]**

Marks for this question: AO1 - 1 mark and AO3 – 3 marks

AO1

1 mark for any **one** of

- CT/CAT
- PET
- fMRI/MRI
- X-ray

PLUS

AO3

Up to **3 marks** for an appropriate justification

3 marks: a clear and detailed justification with appropriate use of specialist terminology

2 marks: a clear justification with some detail

1 mark: a limited or muddled justification

Possible content:

- A CT scan is useful for showing damaged/abnormal areas of the brain, such as tumours and blood clots (a common cause of strokes). The image quality is much better than on an x-ray. Less expensive than PET scan and fMRIs.
- PET scans can show the brain in action. It can be useful / effective at finding reasons for something like a stroke by using blood flow. It can show if there is a blockage or an area of the brain that is not functioning as it should be. However, there is a slight risk from radioactivity.
- An fMRI shows which area of the brain is active when a specific task is being performed. Produces a 3D image. fMRIs are safe and do not use radiation. They are quick to carry out and produce very clear and accurate images.

Credit other relevant content

16	Outline possible effects of damage to Broca's area. **[3 marks]**

Marks for this question: AO1 - 3 marks

Up to **3 marks** for an appropriate outline

3 marks: a clear and detailed outline with appropriate use of specialist terminology

2 marks: a clear outline with some detail

1 mark: a limited or muddled outline

Possible content:

- Unable to produce speech
- Broca's aphasia or expressive aphasia
- Speech may be slow and laboured
- Loss of usual grammatical structure eg, loss of linking words and/or prepositions
- May only produce specific words or may invent words.

Credit other relevant effects**.**

17	Describe and evaluate Hebb's theory of learning and neuronal growth. **[9 marks]**

Marks for this question: AO1 - 5 marks and AO3 – 4 marks

Level	Marks	Description
3	**7 - 9**	Relevant knowledge and understanding of Hebb's theory is mostly accurate with detail. Evaluation of Hebb's theory is effective. Any conclusions drawn are sound and fully expressed. Relevant terminology is used throughout appropriately. The answer is clear, coherent and focused.
2	**4- 6**	Relevant knowledge and understanding of Hebb's theory is present but there are occasional inaccuracies/omissions. There may be some effective evaluation of Hebb's theory. There may be an attempt to draw conclusions. Relevant terminology is mostly used appropriately. The answer may lack clarity, coherence, focus and logical structure.
1	**1 - 3**	Knowledge and understanding of Hebb's theory is present but limited. Evaluation of Hebb's theory is of limited effectiveness or may be absent. Any attempts to draw conclusions are not always successful or present. Relevant terminology may not be used at all or may be muddled.
	0	No relevant content.

Possible content:

- Hebb's theory of learning and neuronal growth suggests that when we learn, new connections are created in our brains.
- Hebb suggested that if a neuron repeatedly excites another neuron, neuronal growth occurs and the synaptic knob becomes larger.
- During learning, groups of neurons (cell assemblies) fire/act together and if this happens frequently, neural pathways are developed.
- The more we do the task we have learnt, the stronger and more efficient these new neural pathways/synaptic connections become.

Possible evaluation

- Hebb's theory has a scientific basis and although it was developed in the 1950's, it has been supported by more recent research and advances in neuroscience.
- Hebb's theory is reductionist because it attempts to explain the complex area of learning by referring mainly to just the area of activity in the brain.

- Hebb's theory has a number of practical applications including use in education.

Credit other relevant material.

Section D - Research Methods

18	Which of the following is most likely to provide secondary data? **[1 mark]**

Marks for this question: AO2 - 1 mark

Answer B (Collecting information already published by different shops.

19	Which of the following sets of data is normally distributed? Shade **one** box only. **[1 mark]**

Marks for this question: AO1 - 1 mark

Answer B

20.1	Identify the independent variable in this study. **[1 mark]**

Marks for this question: AO2 - 1 mark

The time at which students start school (early or late start).

The timing of the school day – early/late.

20.2	Identify the dependent variable in this study. **[1 mark]**

Marks for this question: AO2 - 1 mark

The number of school days missed.

20.3	Write a null hypothesis that is suitable for this study. **[2 marks]**

Marks for this question: AO2 - 2 marks

2 marks: there must be both conditions of the IV and a clear DV which makes the statement operational.

1 mark: the hypothesis lacks some clarity.

Examples:

- The timing of the school day will not affect the number of days of absence. (2 marks)
- There will be no difference in the number days of absence when the school day starts at an earlier or later time. (2 marks)
- The time that school starts will not affect student absence. (1 mark)
- There will no difference in absence when a school day starts early or late. (1 mark)

Credit other relevant null hypotheses.

NOTE: Do not accept alternative hypotheses, aims, questions, correlational statements or statements of the results (e.g. was/did/used.)

20.4	Calculate the mean number of days missed by students in the late start condition. **[2 marks]**

Marks for this question: AO2 - 2 marks

2 marks for correct mean.

0.4

1 mark for correct workings if incorrect mean is given.

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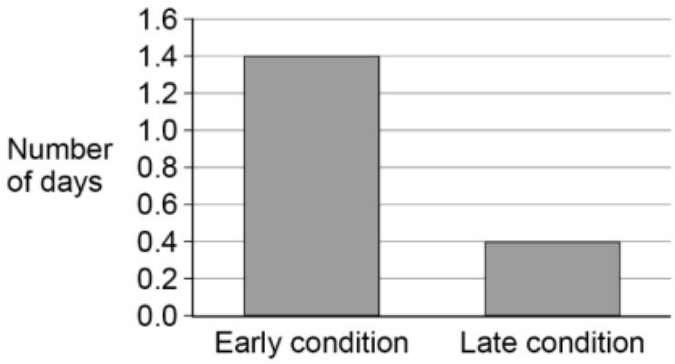
20.5	Use this mean and your calculated mean from question **20.4** to sketch an appropriate graph to show the mean number of days missed by each student in the early and late start conditions. Label the axes and provide a suitable title for your graph. **[5 marks]**

Marks for this question: AO2 - 5 marks

1 mark for each of the following:

- Suitable graph i.e. bar chart.
- Informative title, for example, a bar chart to show the mean/average number of days missed by each student in the early and late start conditions.
- Correct labelling of X axis eg: timing of school start (early/late).
- Correct labelling of Y axis eg: 'mean/average number of days' or 'number of days'.
- Correct plotting of the results – average number of days missed by each student in early condition = 1.4, average number of days missed by each student in the late start condition = 0.4

A graph to show the mean number of days missed by each student in the early and late start conditions.



NOTE: If bars are touching then no credit can be given for correct plotting.

NOTE: If the mean calculated in 20.4 is incorrect, credit can still be given for correct plotting of the student's mean – as long as it is in line with the incorrect calculation.

NOTE: The command term 'sketch' only requires the graph to be 'roughly' drawn or plotted. The difference in heights of bars should be approximate**.**

20.6	What do the results of the study as shown in the graph you have drawn suggest? **[2 marks]**

Marks for this question: AO3 - 2 marks

2 marks: for an appropriate conclusion with some elaboration

1 mark: a conclusion that is not elaborated

Possible content:

- The time the school day starts has an impact on the absence levels of students. The average number of days missed per student is over 3 times higher on early start days than on later start days.
- When the start time is late student absence is lower suggesting students prefer to start their school day later or if they are late they do not bother to come to school and miss the whole day.

Note: consistent suggestions/conclusions based on a student's incorrect mean calculation can be awarded **1 mark**

Credit other relevant conclusions.

20.7	Explain the experimental design the researcher used in this study. **[2 marks]**

Marks for this question: AO2 - 2 marks

1 mark for each of the following:

- All the Year 9 students took part in both the conditions of the study (the early start and the late start)
- This is a repeated measures design (related samples design)

20.8	Explain **one** strength of using a field experiment to investigate student absence. **[2 marks]**

Marks for this question: AO2 - 2 marks

2 marks: for a clear and detailed strength of using a field experiment in this case

1 mark: a strength that lacks detail or is limited/muddled

Possible strengths:

- A strength of using a field experiment is that it was conducted in the natural settings of the students' own school. This means the students responded to the change in start times in a realistic way and the results would have high ecological validity.
- The students would not be aware that their absence rates were being investigated. This means that there should be fewer demand characteristics that might affect the results of the study.

21.1	Explain how the researcher could use systematic sampling to get his sample of students. **[3 marks]**

Marks for this question: AO2 - 3 marks

1 mark for each of the following:

- The researcher would choose an appropriate number given there are 190 Year 9 students in the school – eg: every 19th student of the Year 9 school roll/list
- They would then go through the list of names and select every 18th person on the list
- They would stop when they had the number they wanted to interview.

21.2	Identify **one** ethical issue the researcher should deal with before interviewing the year 9 students. Explain how he could deal with this issue. [3 marks]

Marks for this question: AO1 - 1 mark and AO2 – 2 marks

1 mark for:

Respect/consent(informed)/parental consent/confidentiality/protection from harm

PLUS

2 marks: for a clear and detailed practical way of dealing with the ethical issue chosen

1 mark: a way that lacks detail or practicality

Possible content:

- The researcher could send a letter home with all the students who were due to be interviewed, explaining the interview he would be conducting and asking the parents/guardians and the student to sign to say they agreed to the interview
- The researcher could show the interview questions to the head teacher to check that there would be nothing that could upset a student during the interview. He could change any questions if necessary

Credit other relevant material.