A2 Psychology Exam Preparation

Issues and Debates

Exam style questions and Mark Schemes

Beechen Cliff School

For your information;

This booklet contains exam questions from specimen papers and past papers from both the new specification and the old one for A2. Several may be very similar, I just wanted to provide you with all of the questions I have available. Mark schemes are in question order at the back of this booklet.

Exam questions from the old spec are slightly different in phrasing and mark scheme but are still useful practice and preparation.

Old spec questions have RED boxes around them.
Which **two** of the following statements describe a strongly deterministic view? Write the letters of your chosen answers in your answer booklet.

A. People are always responsible for their own actions
B. People behave in a random fashion
C. People's behaviour always has a cause
D. People exercise full choice over how they behave
E. People have no choice about how to act  

**[2 marks]**

Name **two** types of determinism.  

**[2 marks]**

Briefly outline **one** problem associated with alpha bias in psychological research, **and one** problem associated with beta bias in psychological research.  

**[4 marks]**

Briefly outline what psychologists mean by 'levels of explanation'.  

**[2 marks]**

Read the item and then answer the question that follows.

A prison psychologist used an idiographic approach to study offending. He asked two offenders to record their thoughts about their childhood and their offending behaviour in a journal over a period of four weeks.

Qualitative analysis of the journals showed that the offenders often thought about sad childhood events and believed that their childhood experiences had influenced their offending.

Findings from idiographic research like the study described above are often used as a basis for other investigations.

Explain how the researcher might develop the above investigation through taking a nomothetic approach.  

**[6 marks]**

What is meant by the 'nature-nurture debate' in psychology?  

**[2 marks]**
Read the item and then answer the questions that follow.

Researchers used a test to measure the mathematical reasoning ability of pairs of identical and non-identical twins. If both members of a pair had a similar score on the test, they were said to be 'concordant'. This type of study is known as a concordance study.

Table 1: Outcome of the research with the concordance rates expressed as a percentage

<table>
<thead>
<tr>
<th>Genetic relationship group</th>
<th>Concordance rate for mathematical reasoning ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identical twins (100% shared genes)</td>
<td>58%</td>
</tr>
<tr>
<td>Non-identical twins (50% shared genes)</td>
<td>14%</td>
</tr>
</tbody>
</table>

0 6 . 1 Briefly explain the outcome of the study in relation to the nature-nurture debate. [2 marks]

0 1 . Which of the following statements best describes a nomothetic approach in psychology? Shade one box only.

Psychologists taking a nomothetic approach...

A  study single cases and do not formulate general laws.
B  study groups of people and do not formulate general laws.
C  study groups of people and formulate general laws.
D  study single cases and formulate general laws. [1 mark]
Read the item and then answer the questions that follow.

Extract from a newspaper article

**Coping with Life’s Pressures**

Depression often runs in families, but many depressed people have serious social problems or have experienced traumatic events in the past. However, many people find ways to cope. What we need is the will to overcome our problems.

02. 1 With reference to the item above, explain what is meant by ‘determinism’. Refer to three types of determinism in your answer. [6 marks]

02. 2 With reference to the item above, identify one influence of nature on our behaviour and one influence of nurture on our behaviour. [2 marks]

03. Read the item and then answer the questions that follow.

In a study of antisocial activity and social background, researchers interviewed 100 children aged 14 years. They then classified each child according to their level of antisocial activity. They concluded that 26 were ‘very antisocial’, 40 were ‘mildly antisocial’ and 34 were ‘not antisocial’. The researchers found that the majority of the ‘very antisocial’ children attended Crayford secondary school, whereas most of the other two groups of children attended another local school.

04. Outline and evaluate reductionist explanations in psychology. [8 marks]

01. Read the item and then answer the question that follows.

A researcher studied the effect of light intensity on visual memory. He carried out a controlled experiment. Participants in Group 1 viewed a drawing in extra bright light for 60 seconds then had to recall the details. Participants in Group 2 viewed the same drawing in normal light for 60 seconds then had to recall the details. The researcher recorded the number of details correctly recalled in the two conditions.

Referring to the item above, explain what is meant by the scientific emphasis on causal explanations. [3 marks]
Read the item and then answer the questions that follow.

Dr Grant and Dr Austin both study people with depression. Dr Grant carries out experimental research to investigate the brain chemistry of people with depression. Dr Austin carries out unstructured interviews with people with depression to find out about their symptoms and various aspects of their lives, including their general behaviour and their relationships.

02.1 Referring to the item above, explain what is meant by holism and reductionism. [4 marks]

02.2 Suggest one way in which Dr Austin might take account of ethical considerations when carrying out the interviews. [1 mark]

03 Discuss the nature-nurture debate in psychology. Refer to at least two topics you have studied in your answer. [16 marks]

10 With reference to a behaviour, explain the distinction between hard determinism and soft determinism. (3 marks)

11 ‘Nature and nurture interact; both are vital to understanding and explaining human behaviour.’

Referring to this statement, discuss the nature-nurture debate in psychology. (12 marks)

09 Briefly explain what is meant by a ‘paradigm’ in science. [1 mark]
1 1 Explain the role of peer review in validating research. [3 marks]

1 2 The approaches in psychology take different positions on the free will and determinism debate.

Briefly explain why behaviourism is considered to be a deterministic approach. [2 marks]

1 3 Discuss idiographic and nomothetic approaches in psychology. In your answer, refer to at least one topic area that you have studied in psychology. [12 marks]

Researchers studied healthy kittens born with normal vision. From birth to five months old the kittens were raised in an environment where the only thing they could see was vertical lines (see Figure 1). Following this period, the kittens were put in a normal environment. In this normal environment, they could not perceive horizontal stimuli so they bumped into horizontal objects.

Figure 1 Picture of a kitten confined to a world of vertical lines

0 8 How does the study above demonstrate the interaction of nature and nurture? [2 marks]

0 9 Briefly explain why a study such as this would have benefitted from the use of a control group. Suggest a suitable control group for this type of study. [2 marks]

One of the major debates in psychology is the holism and reductionism debate.

1 0 Briefly outline what is meant by 'holism' in the context of this debate. [1 mark]

1 1 Briefly discuss at least one strength of holistic explanations of human behaviour. [3 marks]
01.1 Which two of the following statements describe a strongly deterministic view? Write the letters of your chosen answers in your answer booklet.

Marks for this question: AO1 = 2

C and E

01.2 Name two types of determinism.

Marks for this question: AO1 = 2

Hard determinism
Soft determinism
Biological determinism
Environmental determinism
Psychic determinism

Accept any other valid answer.

02 Briefly outline one problem associated with alpha bias in psychological research, and one problem associated with beta bias in psychological research.

Marks for this question: AO3 = 4

In each case:

2 marks for a brief, clear and coherent outline of the problem.

- In the case of alpha bias there is a misrepresentation of behaviour researchers/theorists overestimate/exaggerate gender differences
- In the case of beta bias there is a misrepresentation of behaviour because researchers/theorists underestimate/minimise gender differences

1 mark for a problem partially outlined or merely stated.

Credit other valid problems.
03 Briefly outline what psychologists mean by ‘levels of explanation’. [2 marks]

Marks for this question: AO1 = 2

2 marks for clear and coherent outline which explains how explanations vary from those at a lower or fundamental level focusing on basic components or units to those at a higher more holistic multivariable level.

1 mark for vague or incomplete outline which refers to explanations at fundamental/basic and more holistic levels.

0 marks for mere reference to there being different levels of explanation.

Credit answers where knowledge of term is embedded in an example.

04 Explain how the researcher might develop the above investigation through taking a nomothetic approach. [6 marks]

Marks for this question: AO3 = 6

<table>
<thead>
<tr>
<th>Level</th>
<th>Marks</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>Proposals for developing the research by taking a nomothetic approach are clear and appropriate. Explanation is mostly effective. Specialist terminology is mostly used effectively. There is clear focus on the question.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Proposals for developing the research by taking a nomothetic approach are apparent and mostly appropriate. Explanation is partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>There is some useful proposal of how the researcher could develop the research by taking a nomothetic approach. Explanation is limited and/or poorly focused. The answer as a whole lacks clarity, has inaccuracies and is poorly organised. Specialist terminology is often used inappropriately.</td>
</tr>
<tr>
<td>0</td>
<td>No relevant content.</td>
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</table>

Explanation possible points:
- taking a nomothetic approach would involve the researcher testing a larger sample of offenders
- sampling should involve a method of sample selection to give representativeness of a larger population, eg random sampling of the prison population
- the researcher would probably use a testable hypothesis, eg violent offenders have more negative thoughts about childhood than non-violent offenders
- taking a nomothetic approach would involve collection of a large amount of data
- analysis would probably involve quantitative methods, eg statistical testing and the drawing of conclusions in relation to a wider population
- credit also comparison of the worth of idiographic and nomothetic approaches, eg how idiographic investigations yield information that is rich, in-depth (journals inform about the precise nature of the negative thoughts enabling greater insight) whereas nomothetic investigations enable the formulation of general laws, eg offenders have a more negative view of their childhood.

Credit other relevant explanatory points.
What is meant by the 'nature-nurture debate' in psychology?

Marks for this question: AO1 = 2

2 marks for the possibility that behaviour is governed by nature (genes etc) and by nurture (eg environment, experiences etc) and reference to the debate being about the relative contribution of each of these influences.

1 mark for reference to the possibility that behaviour is governed by nature (genes etc) and (or) by nurture (eg environment, experiences).

0 marks for focus solely on one possible explanation (nature or nurture) or no relevant content.

Briefly explain the outcome of the study in relation to the nature-nurture debate.

Marks for this question: AO2 = 2

1 mark appears to support the nature side of the debate.

Plus

1 mark because the concordance rate is stronger in the identical twins where there is greater genetic relatedness (or nurture must also play a role – not 100% concordance).

Full credit can be awarded to answers which argue for mathematical ability being partly due to nurture as both percentage concordance rates are less than degree of genetic relatedness.

Which of the following statements best describes a nomothetic approach in psychology? Shade one box only.

Marks for this question: AO1 = 1

C
02.1 With reference to the item above, explain what is meant by ‘determinism’. Refer to three types of determinism in your answer.

Marks for this question: AO2 = 6

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5–6</td>
<td>There is accurate and detailed knowledge of determinism with appropriate reference to three different types of determinism. Most of the application to the stem is clear and effective. The answer is coherent and well organised with effective use of specialist terminology.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>There is some relevant knowledge of determinism and types of determinism and some appropriate application to the stem. The answer is mostly clear and organised, with appropriate use of specialist terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Knowledge of determinism and/or types of determinism is muddled but can be inferred. Application is limited/absent. Specialist terminology is either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
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</tbody>
</table>

Content and application:
- determinism – understanding that behaviour is controlled and we do not exercise free will over our own behaviour
- biological determinism – behaviour is controlled by aspects of biology eg genes, chemicals etc – depression ‘runs in families’ implies biological determinism
- environmental determinism – behaviour is controlled by external influences eg parents, society etc – ‘serious social problems’ implies environmental determinism
- psychic determinism – behaviour is controlled by unconscious fears, desires etc – ‘experienced traumatic events in the past’ implies psychic determinism

Credit also appropriate references to hard and soft determinism

02.2 With reference to the item above, identify one influence of nature on our behaviour and one influence of nurture on our behaviour.

Marks for this question: AO2 = 2

1 mark – nature is indicated by reference to genetic inheritance ‘runs in families’

Plus

1 mark – nurture is indicated by reference to environment or experience ‘serious social problems’, ‘traumatic events in the past’.
Outline and evaluate reductionist explanations in psychology.

Marks for this question: AO1 = 3 and AO3 = 5

<table>
<thead>
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<tbody>
<tr>
<td>4</td>
<td>7–8</td>
<td>Outline of reductionist explanations is accurate and generally well detailed. Evaluation is effective, with some balance. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>5–6</td>
<td>Outline of reductionist explanations is evident. There are occasional inaccuracies. There is some effective evaluation. The answer is mostly clear, organised and focused. Specialist terminology mostly used effectively.</td>
</tr>
<tr>
<td>2</td>
<td>3–4</td>
<td>Outline of reductionist explanations is present. Focus is mainly on description. Any evaluation is of limited effectiveness. The answer lacks clarity, accuracy, organisation and focus in places. Specialist terminology used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Outline of reductionist explanations is limited. Evaluation is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
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</table>

Possible content:
- Reductionism – explaining a phenomenon in terms of constituent parts
- Studying underlying elements
- Description linked to approaches eg biopsychologists analyse brain chemicals, neurons; cognitive psychologists analyse components of models eg models of memory

Possible evaluation:
- Parsimonious thus economical
- Consistent with approach used in other sciences
- Enables a more concrete understanding
- Focus on elements enables greater testability
- Misses complexity of many behaviours
- Fails to take account of context of behaviour
- Contrast with holistic approach

Answers that focus on a particular approach that is reductionist can gain full credit as long as the focus is on the issue of reductionism.

Credit other relevant information.
01 Referring to the item above, explain what is meant by the scientific emphasis on causal explanations. [3 marks]

Marks for this question: AO2 = 3

1 mark for each of the following points:

- All variables are controlled except for light conditions (the IV)
- Any change in the number of details correctly recalled (the DV) must therefore be due to/ caused by the manipulation of light intensity (the IV)
- Use of control enables the researcher to infer causality/cause and effect

02.1 Referring to the item above, explain what is meant by holism and reductionism. [4 marks]

Marks for this question: AO2 = 4

<table>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>3–4</td>
<td>Knowledge of both holism and reductionism is clear and mostly accurate. Application to the scenario is mostly appropriate. The answer is generally coherent with effective use of psychological terminology.</td>
</tr>
<tr>
<td>1</td>
<td>1–2</td>
<td>Some knowledge of holism and/or reductionism is evident. Application to the scenario is not always effective or not presented in psychological terms. The answer lacks accuracy and detail. OR Either holism or reductionism explained and applied at Level 2.</td>
</tr>
<tr>
<td>0</td>
<td>No relevant content.</td>
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</tbody>
</table>

Application:

- Holism – focus on the whole system or person
- Reductionism – focus on constituent elements or smaller, simpler aspects
- Dr Grant takes a reductionist approach focusing just on biological mechanism
- Dr Austin takes a more holistic approach focusing on broader experiences and circumstances

Credit other relevant material.

02.2 Suggest one way in which Dr Austin might take account of ethical considerations when carrying out the interviews. [1 mark]

Marks for this question: AO3 = 1

1 mark for a brief valid suggestion

Possible suggestions:

- Keep information confidential
- Show respect for the patient eg listening, appreciating the patient’s perspective
- Ensure the patient is not harmed – does not feel worse after the interview than before

Credit other relevant suggestions.
03 Discuss the nature-nurture debate in psychology. Refer to at least two topics you have studied in your answer.

Marks for this question: AO1 = 6 and AO3 = 10

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>13–16</td>
<td>Knowledge of the nature-nurture debate is accurate and generally well detailed. Discussion is thorough with effective use of topics. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and/or expansion of argument sometimes lacking.</td>
</tr>
<tr>
<td>3</td>
<td>9–12</td>
<td>Knowledge of the nature-nurture debate is evident. There are occasional inaccuracies. Discussion is apparent and use of topics is mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.</td>
</tr>
<tr>
<td>2</td>
<td>5–8</td>
<td>Some knowledge of the nature-nurture debate is present. Focus is mainly on description. Any discussion or use of topics is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.</td>
</tr>
<tr>
<td>1</td>
<td>1–4</td>
<td>Knowledge of the nature-nurture debate is limited. Discussion/use of topics is limited, poorly focused or absent. The answer as a whole lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology either absent or inappropriately used.</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>No relevant content.</td>
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</table>

Possible content:
- Debate about the relative importance of heredity and environment in determining behaviour
- Nature side of the debate assumes heredity is more important
- Nurture side of the debate assumes environment and experience is more important
- Nature aspect is rooted in nativist theory that knowledge/abilities are innate
- Nurture rooted in empiricist theory that knowledge derives from learning – Locke’s view of the mind as a ‘tabula rasa’ or blank slate on which experiences are written

Possible discussion points:
- Use of evidence to support the influence of nature eg twin studies showing higher concordance for MZ pairs than DZ pairs
- Use of evidence to support the influence of nurture eg studies of social learning
- Need to take an interactionist approach rather than a dichotomous view
- Links with approaches in psychology eg how the biological approach supports the nature side of the debate
- Use of examples from topics to support arguments

Credit other relevant material.
Question 10
[AO2 = 3]

AO2 One mark for the definitions/distinction between hard determinism and soft determinism. Hard determinism is the view that all behaviour is caused by forces outside a person's control/behaviour caused by coercion whereas soft determinism is the view that behaviour is still caused but not by coercion/force/external events/environment but by their own wishes/conscious desires.
Up to two marks for applying the distinction to behaviour.
One mark for an appropriate application to behaviour but incomplete or basic distinction.
Two marks for a clear application which contrasts soft determinism with hard determinism.
Markers should be aware that the distinction will most probably be contained within the application.

Question 11
[AO1 = 4, AO2 = 8]

AO1 Up to four marks for demonstrating knowledge and understanding relevant to the nature-nurture debate, including explanations of behaviour relating to both nature and nurture; knowledge and understanding of relevant terminology such as nativism, empiricism, interactionism, shared and non-shared environments, pre- and post-natal environments; active-passive environments; heritability co-efficient; methods of research used in relation to the debate, the standing of different approaches is psychology in relation to the debate. Maximum of one mark for defining the debate. Credit description of relevant evidence up to one mark.

AO2 Up to eight marks for discussion, analysis and application of the debate to behaviour. Behaviour will most likely emerge from topic areas such as schizophrenia and children's thinking, but accept other examples such as PKU and language. Discussion may include the difficulties of establishing the relative contributions of nature and nurture, the implications of the debate for the prediction and control of behaviour, theoretical and methodological complexities including twin studies and the need to take an interactionist approach. Credit references to approaches and to other debates in psychology. Credit use of relevant evidence.

Mark bands
10 – 12 marks Very good answers
The answer is clearly focused on the question and shows sound knowledge and understanding of the nature-nurture debate. Discussion is full and includes pertinent reference to interactionism and thoughtful analysis. Most commentary is well developed and presented in the context of the discussion as a whole. The answer is well organised and mostly relevant, with little, if any, misunderstanding.
The student expresses most ideas clearly and fluently, with consistently effective use of psychological terminology. Arguments are well structured, with appropriate use of sentences and paragraphs. There are few, if any, minor errors of grammar, punctuation and spelling. The overall quality of language is such that the meaning is rarely, if ever, obscured.

7 – 9 marks  Good answers
Answer shows knowledge and understanding of the nature-nurture debate. Discussion is evident and the answer is mostly focused on the question, although there may be some irrelevance and/or misunderstanding and tenuous commentary and reference to the interactionist approach. Answers at the bottom of the band may lack any reference to the interactionist approach.

The student expresses most ideas clearly and makes some appropriate use of psychological terminology. The answer is organised, using sentences and paragraphs. Errors of grammar, punctuation and spelling may be present but are mostly minor, such that they obscure meaning only occasionally.

4 – 6 marks  Average to weak answers
Answer shows some knowledge and understanding of the nature-nurture debate. There must be some discussion for 5/6 marks. Answers in this band may be mostly descriptive. There may be considerable irrelevance and/or inaccuracy. Answers constituting reasonable relevant information but without a proper focus on the question are likely to be in this band.

The student expresses basic ideas clearly but there may be some ambiguity. The student uses key psychological terminology inappropriately on some occasions. The answer may lack structure, although there is some evidence of use of sentences and paragraphs. There are occasional intrusive errors of grammar, punctuation and spelling which obscure meaning.

1 – 3 marks  Poor answers
Answer shows very limited knowledge and understanding but must contain some relevant information in relation to the question. There may be substantial confusion, inaccuracy and/or irrelevance.

The student shows deficiencies in expression of ideas resulting in frequent confusion and/or ambiguity. Answers lack structure, consisting of a series of unconnected ideas. Psychological terminology is used occasionally, although not always appropriately. Errors of grammar, punctuation and spelling are frequent, intrusive and often obscure meaning.

0 marks  No relevant content
Question 09

Briefly explain what is meant by a ‘paradigm’ in science. [1 mark]

AO3 = 1 marks

One mark for an explanation of the term ‘paradigm’, eg a paradigm is a unifying and agreed-upon subject matter and/or method within any scientific field. Appropriate alternative answers should be credited.

Question 11

Explain the role of peer review in validating research. [3 marks]

AO3 = 3 marks

Credit any 3 valid points although reference to the role of peer review is necessary for full marks. Can award 3 marks for 1 point fully elaborated. The role of peer review is:

- To validate the quality and relevance of research. Peer review involves specialists in the relevant field (objective and unknown to the author/researcher) whose role is to read and assess the quality of work, in particular ensuring that the formulation of hypotheses, the methodology chosen and statistical tests used for analysing the data are appropriate and that the conclusions drawn are correct.
- Reviewers may suggest minor revisions of the work and thereby improve the report or they may conclude that it is inappropriate for publication.
- Independent peer evaluation also takes place to decide whether or not to award funding for a proposed research project.

Question 12

The approaches in psychology take different positions on the free will and determinism debate.
Briefly explain why behaviourism is considered to be a deterministic approach. [2 marks]

AO2 = 2 marks

One mark for a brief explanation of why behaviourism is considered to be deterministic and a second mark for expansion or further point. Students may refer to specific behaviourists (eg Pavlov/Skinner) or give a more general answer. Expect reference to some of the following concepts:

- Environmental or external determinism.
- All behaviour is caused by the external environment through association, past experience and conditioning
- According to Skinner, behaviour is a product of prior reinforcements (positive and negative) and punishment
- Radical behaviourists believe free will is an illusion
Question 13

Discuss idiographic and nomothetic approaches in psychology. In your answer, refer to at least one topic area that you have studied in psychology. [12 marks]

AO1 = 4 marks

Up to four marks for relevant knowledge and understanding of idiographic and nomothetic approaches in psychology. The idiographic approach involves the assumption that each human is unique, whereas the nomothetic approach involves studying large samples to create general laws that can apply to all. The nomothetic approach uses scientific methods such as experiments and is a quantitative approach, whereas the idiographic approach is qualitative and makes use of non-experimental methods such as case studies and autobiographies. Credit knowledge of idiographic and nomothetic approaches as applied to topics. Credit description of relevant evidence up to one mark.

AO2 = 8 marks

Up to eight marks for analysis and discussion of the idiographic and nomothetic approaches. Discussion will probably include strengths and limitations of both idiographic and nomothetic approaches. Discussion of the topic(s) in relation to the idiographic and nomothetic approaches should gain AO2. Topics could include gender, memory, child development, phobias etc. Credit references to psychological approaches and debates where used in the context of the question. Comparison of nomothetic and idiographic approaches will probably feature as part of the discussion and should be credited. Students may refer to the value of combining both approaches.

08 How does the study above demonstrate the interaction of nature and nurture? [2 marks]

[AO2 = 2 marks]

Two marks for a detailed application which shows knowledge of the role of nature and nurture in this study and explains how they interact.

The kittens were born with normal vision/potential to perceive vertical and horizontal objects (nature) but because of the environment they were raised in (nurture) their perception is limited (interaction).

1 mark for reference to only either nature or nurture in the context of the study.
09 Briefly explain why a study such as this would have benefitted from the use of a control group. Suggest a suitable control group for this type of study.  

[AO3 = 2 marks]

1 mark for brief explanation of the benefit:
- Basis for comparison
- Establish cause and effect
- Minimise extraneous variables

1 mark for a suitable control group: a similar group of kittens allowed to develop in a normal environment or similar environment but with both horizontal and vertical lines.

10 Briefly outline what is meant by 'holism' in in the context of this debate.  

[AO1=1 marks]

Award 1 mark for an appropriate outline of holism. For example: Holism is the focus on the whole living organism rather than being concerned with the component parts.

11 Briefly discuss at least one strength of holistic explanations of human behaviour.  

[AO2=3 marks]

Answer might be in the form of a detailed discussion of one strength or several strengths presented in less detail.

1 mark for an appropriate strength briefly stated
2nd mark for expansion/discussion of strength or further strength
3rd mark for further expansion of one strength or 2 or more strengths in less detail

Strengths include: Holism provides a more complete picture of behaviour and experience than reductionist approaches; because holistic explanations do not ignore the complexity of human behaviour they can be more meaningful; an holistic approach has led to therapies (e.g. humanistic) which have proved successful; holism can integrate different components e.g. memory and consciousness etc. Reference might be made to an interactionist approach and levels of explanation - whereby to understand a person fully both reductionist and holistic explanations are adopted. The discussion might include a counterargument, i.e. why it might not be a strength.