

Mark schemes

Q1.

(a) [AO1 = 4]

Content:

Up to 2 marks for knowledge of what is meant by a nomothetic approach.

Award **1 mark** for **each** of the following points:

- a nomothetic approach involves studying a (large) sample of participants
- using the findings to generate or substantiate general laws/models of behaviour; make inferences about the wider population/make generalisations; make predictions.

Plus

2 marks for an appropriate research study (no need to name), with clear and coherent explanation of how findings from the sample have been used to generate a theory/applied to a larger population.

OR

1 mark for a relevant research study with limited/muddled explanation.

Suitable examples can be taken from any area of psychology, eg

- Milgram tested a sample of participants to propose his theory of situational obedience
- Ainsworth tested infants using the Strange Situation to propose three attachment types.

Credit other relevant material/examples.

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(b) [AO3 = 2]

Award 1 mark for an appropriate idiographic method eg the case study method, single-case observation, in-depth interview etc

Plus

1 mark for how it could be used with this behaviour eg carrying out a case study of a mother and baby to study their unique attachment behaviours.

Credit other relevant material.

Note: for the 2nd mark the behaviour must be the same as that given in answer to part (a) but not necessarily a variation of the same study eg if using Milgram in part (a) the proposal should relate to obedience

Note: If there is no answer to part (a) or no behaviour is given in answer to part (a), no credit can be awarded for (b)

2

[6]

Q2.

(a)

[AO1 = 1 AO2 = 2]

1 mark – an idiographic approach.

PLUS

2 marks for a clear and coherent outline with clear application.

1 mark for a limited/muddled outline.

Possible content:

- an idiographic approach would involve investigation of friendliness/friendly behaviour in an individual child or their parents
- eg interview/observe/carry out a case study of one child, focussing on their friendly behaviour
- results should not be used to generalise findings/propose general laws about friendly behaviour (and play space).

3

[3]