

The Nature-Nurture Debate - Mark Scheme

Q1.

(a) [AO2 = 6]

Level	Marks	Description
3	5 – 6	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.
2	3 – 4	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.
1	1 – 2	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.
	0	No relevant content.

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

(b) [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’.

Q2.

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

Level	Marks	Description
4	13 – 16	Knowledge is accurate and generally well detailed. Discussion / evaluation / application is thorough and effective. The answer is clear, coherent and focused. Specialist terminology is used effectively. Minor detail and / or expansion of argument sometimes lacking.
3	9 – 12	Knowledge is evident. There are occasional inaccuracies. Discussion / evaluation / application is apparent and mostly effective. The answer is mostly clear and organised. Specialist terminology is mostly used effectively. Lacks focus in places.
2	5 – 8	Some knowledge is present. Focus is mainly on description. Any discussion / evaluation / application is only partly effective. The answer lacks clarity, accuracy and organisation in places. Specialist terminology is used inappropriately on occasions.
1	1 – 4	Knowledge is limited. Discussion / evaluation / application 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.
	0	No relevant content.

Please note that although the content for this mark scheme remains the same, on most mark schemes for the new AQA Specification (Sept 2015 onwards) content appears as a bulleted list.

AO1

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.

AO3

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.