**1.**

**(a)** Outline the key research by Lewis et al (2014) and use it to show the extent to which dance can improve mental health. **(10)**

## Mark Scheme

| | | | | |
|---|---|---|---|---|
| (a) | * | **Outline the key research by Lewis et al (2014) and use it to show the extent to which dance can improve mental health.**<br><br>**AO1 (5 marks)**<br>Candidates must refer to the key study by Lewis et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.<br><br>A good (L4) response will typically include details of at least 3 of following features:<br>- Why the study was done (e.g. background, aim or hypotheses)<br>- Who was the study done on (e.g. details of sample)<br>- How the study was done (e.g. research method used, method or procedure including materials)<br>- What was found (e.g. the results or conclusions)<br><br>A reasonable (L3) response will typically include 2-3 of the above features.<br>A limited (L2) response will typically include 1-2 of the above features.<br>A basic (L1) response will typically include 1 of the above features.<br><br>**AO2 (5 marks)**<br>Candidates should *apply* their knowledge and understanding of the study by Lewis et al to show the extent to which dance can improve mental health. Answers can be expected to refer to:<br>• A connection between mood and mental health, albeit noting that the reduction in mood disturbance over the long-cycle time (10-week dance intervention) was experienced by both the participants in the Parkinson's Disease group and the control group.<br>• Results for the short-cycle time as well as the long-cycle time and/or to the POMS subscales (e.g. referring to reductions in anger in general, and to reductions in fatigue for participants high in depression).<br>• Depression subscale did not reach significance in the short cycle<br>• Other findings from the study.<br><br>Less detailed answers or answers that simply describe the study without using it to show the extent to which dance can improve mood will only gain marks in the lower bands. | 10 | PLEASE REFER TO APPENDIX 1<br><br>**Annotations**<br>Level to be annotated on the left hand side.<br>√ Ticks for any feature (AO1).<br>APP for what it tells us about how dance can improve mental health.<br><br>**Key features of the study:**<br>**AIM:** To examine the effect of dance on mood in the elderly, more specifically in a group of people with PD, across a long cycle of 12 weeks and a short cycle of 1 hour.<br><br>**RM**: Experiment, IV 1 (PD vs control group, matched pairs design), IV2 (Long vs Short cycle (repeated measures), DV (mood scores)<br><br>**SAMPLE**: self-selected; 37 participants (aged between 50–80 years), 22 ps (12 m, 10 f) diagnosed with PD, 15 ps (7 m, 8 f). Many participants in the control group were also carers for the people taking part with PD.<br><br>**PROCEDURE:**<br>Week 1 – informed consent, demographics questionnaire, POMS and MMSE at baseline.<br>Weeks 2-11 – a weekly dance class (50 minutes). Each class was based on rhythmic dancing to a strong beat with the style of dancing changing every 2 weeks (i.e. Bollywood). In the ninth week, participants were asked to complete the BRUMS, according to how they felt 'right now', before and after the dance class (short cycle).<br>Week 12 - POMS for a second time a few days later (long cycle). |

**APPENDIX 1**
**Generic mark scheme for Section B PART (a) QUESTIONS**
*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)*
*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)*

| Level | Marks | Generic mark scheme (Part a) | Guidance |
|---|---|---|---|
| 4 | 9 – 10 | Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this. |
| 3 | 6 – 8 | Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. |
| 2 | 3 – 5 | Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding. |
| 1 | 1 – 2 | Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

**(b)** Discuss the validity of research into exercise and mental health. **(15)**

## Mark Scheme

| | | | | |
|---|---|---|---|---|
| (b) | * | **Discuss the validity of research into exercise and mental health.**<br><br>**AO1 (2 marks)**<br>Candidates should demonstrate knowledge and understanding of validity within research.<br><br>**AO3 (13 marks)**<br>Candidates should analyse, interpret and evaluate research into exercise and mental health in relation to validity.<br><br>As well as referring to the key research, candidates can refer to any research investigating exercise and mental health. Any relevant research is creditworthy.<br><br>Answers may refer to:<br>• Ecological validity - methodology, setting.<br>• Population validity – aged, gender, sports, ethnicity, sampling technique.<br>• Validity of measures – self report, observation.<br>• Internal validity – extraneous and confounding variables.<br>• Impact of bias – researcher, interpretation of subjective data.<br>• Impact of demand characteristics, social desirability.<br><br>Answers can be critical but can also defend the research (e.g. for reasons of control, or because of practical considerations such as availability of participants).<br><br>Points about validity need to be discussed, rather than simply identified and illustrated.<br><br>Other appropriate responses should be credited. | 15 | PLEASE REFER TO APPENDIX 2<br><br>**Annotations**<br>Level to be annotated on the left hand side.<br><br>Answers need to be focused on the research. |

**APPENDIX 2**
**Generic mark scheme for Section B PART (b) QUESTIONS**
*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)*
*AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)*

| Level | Marks | Generic mark scheme (part b) | Guidance |
|---|---|---|---|
| 4 | 12–15 | Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. |
| 3 | 8–11 | Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. |
| 2 | 4–7 | Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. |
| 1 | 1–3 | Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

**(c)** Amit is a primary school teacher with a class of children in Year 6 (aged 10–11 years). The children will soon be taking tests, and Amit wants to get them doing something that will improve their mental health. The school is near open countryside.

Outline at least one strategy a psychologist might suggest to Amit for how exercise could be used to improve the mental health of the school pupils. **(10)**

**Mark Scheme**

| | | | | |
|---|---|---|---|---|
| (c) | * | **Outline at least one strategy a psychologist might suggest to Amit for how exercise could be used to improve the mental health of the school pupils.**<br><br>**AO2 (10 marks)**<br>Candidates need to apply their knowledge and understanding of at least one exercise strategy to improve mental health.<br><br>Suggestions could refer to:<br>• Introduction of a dance intervention, and candidates may develop this suggestion to specify the number of sessions, type of dance, etc.<br>• Yoga<br>• Aerobic exercise (whether involving dance or not)<br>• Green exercise (e.g. conservation work in the school grounds, or going for a walk in the nearby countryside).<br><br>Answers could focus in depth on one suggestion or refer to a range of suggestions.<br><br>It is important that suggestions are **related to the context of the question** and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).<br><br>Other appropriate responses should be credited. | 10 | PLEASE REFER TO APPENDIX 3<br><br>**Annotations**<br>Level to be annotated on the left hand side. |

**APPENDIX 3**
**GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)*

| Level | Marks | Generic Mark Scheme (part c) | Guidance |
|---|---|---|---|
| 4 | 9–10 | Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses. |
| 3 | 6–8 | Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). |
| 2 | 3–5 | Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested. |
| 1 | 1–2 | Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it). |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

**2.**

**(a)** Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about measurement of personality in sport. (**10**)

**Mark Scheme**

| | | | | |
|---|---|---|---|---|
| (a) | * | **Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about measurement of personality in sport.**<br><br>**AO1 (5 marks)**<br>Candidates must refer to the key study by Kroll and Crenshaw (1970). Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.<br><br>A good/Level 4 response will typically include details of at least 3 of following features:<br>- Why the study was done (e.g. identification of the research method used or background or aim or hypotheses)<br>- Who was the study done on (e.g. details of sample)<br>- How the study was done (e.g. identification of the research method used; methodological details/ procedure)<br>- What was found (e.g. the results or conclusions)<br><br>A reasonable/Level 3 response will typically include 2-3 of the above features.<br>A limited/Level 2 response will typically include 1-2 of the above features.<br>A basic/Level 1 response will typically include 1 of the above features.<br><br>**AO2 (5 marks)**<br>Candidates should *apply* their knowledge and understanding of the study by Kroll and Crenshaw (1970) to explain what it tells us about measurement of personality in sport.<br><br>Answers could refer to:<br>• How measurement of personality in sport could have real-world applications (e.g., in terms of channelling people into particular sports)<br>• The use of self-report methods to measure personality, specifically form A of Cattell's 16PF questionnaire, and also the 15-item lie scale from the MMPI (as a means by which to screen out potentially invalid responses).<br>• The benefits of between-sport comparison.<br>• Collecting data only from sportspeople competing at regional or national level.<br>• The ways in which data was analysed (e.g., multivariate analysis of raw data for all four groups of sportspeople for all 16 personality traits, comparison of sports in pairs, and analysis of the extent to which personality predicted sporting choice).<br><br>Less detailed answers or answers that simply describe the study without using it to explain what it tells us about measurement of personality in sport will only gain marks in the lower bands. | 10 | PLEASE REFER TO APPENDIX 1 |

**APPENDIX 1**
**Generic mark scheme for Section B PART (a) QUESTIONS**
*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)*
*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)*

| Level | Marks | Generic mark scheme (Part a) | Guidance |
|---|---|---|---|
| 4 | 9 – 10 | Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question. Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. For example, the answer may contain detailed knowledge of the study (e.g., a number of accurate fine details) and/or detailed understanding of how to apply it (e.g. making a number of different, relevant application points, rather than just one application point). Alternatively, answers may 'go beyond' by bringing in additional supporting research (i.e., use more than just the key study to address the question) where the wording of the question permits this. |
| 3 | 6 – 8 | Response demonstrates reasonable relevant knowledge and understanding. Generally accurate description lacking some detail. There is some evidence of selection of material to address the question. Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard response will sit in the middle of this band (i.e., be awarded 7 marks). The answer is essentially accurate. There is adequate description of the key study, and it is applied in the way that the question requires. Broadly speaking, the candidate is correct in what they are saying. However, their answer lacks the extension (detailed knowledge of the study and/or detailed understanding of how to apply it) that typifies answers in the top band. |
| 2 | 3 – 5 | Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question. Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may be related to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be limited for a number of reasons. For example, description of the study may lack the detail (or accuracy) that can be expected of a standard response; the key study may be described but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding. |
| 1 | 1 – 2 | Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question. Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said. |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

**(b)** Discuss sampling bias in research into personality and sport. **(15)**

## Mark Scheme

| | | | | |
|---|---|---|---|---|
| (b) | * | **Discuss sampling bias in research into personality and sport.**<br><br>**AO1 (2 marks)**<br>Candidates should demonstrate knowledge and understanding of sampling bias.<br><br>**AO3 (13 marks)**<br>Candidates should analyse, interpret and evaluate research into personality and sport in relation to sampling bias.<br><br>As well as referring to the key research, candidates can refer to research investigating personality, its measurement and its relationship to sport. Any relevant research is creditworthy.<br><br>Relevant points could refer to:<br>• Samples of people who are all from the same country<br>• The range of sports represented within a sample<br>• The level at which sports are played<br>• The positions of players within team sports<br>• The age groups of samples<br>• Gender bias within samples<br>• The sampling method used<br>• Attrition of samples within longitudinal research, etc.<br><br>Answers can be critical but can also defend the research (e.g., for reasons of control, or because of practical considerations such as availability of participants).<br><br>Points about sampling bias need to be discussed, rather than simply identified and illustrated.<br><br>Other appropriate responses should be credited. | 15 | PLEASE REFER TO APPENDIX 2 |

**APPENDIX 2**
**Generic mark scheme for Section B PART (b) QUESTIONS**
*AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)*
*AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)*

| Level | Marks | Generic mark scheme (part b) | Guidance |
|---|---|---|---|
| 4 | 12–15 | Response demonstrates good relevant knowledge and understanding. Response demonstrates many points of analysis, interpretation and evaluation covering a range of issues. The argument is competently organised, balanced and well developed. The answer is explicitly related to the context of the question. Effective use of examples where appropriate. Valid conclusions that effectively summarise issues and argument is highly skilled and shows good understanding. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will. |
| 3 | 8–11 | Response demonstrates good relevant knowledge and understanding. Response demonstrates a reasonable number of points of analysis, interpretation and evaluation covering a range of issues. The argument is well organised, but may lack balance or development, and is related to the context of the question. Reasonable use of examples where appropriate. Valid conclusions that effectively summarise issues and arguments are competent, and understanding is reasonable. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard, accurate response will sit in the middle of this band (i.e., be awarded 9-10 marks). Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks. If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks. If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks. |
| 2 | 4–7 | Response demonstrates reasonable knowledge and understanding. Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range. Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be limited for a number of reasons. For example, they may be essentially descriptive (rather than evaluative); the examiner may not be convinced that the answer is discussing the relevant concept (e.g., in a question about validity, the candidate's answer may seem to be more about reliability); the response may raise appropriate evaluative points but these may lack relevant supporting evidence. |
| 1 | 1–3 | Response demonstrates reasonable knowledge and understanding. Response demonstrates a few basic points of analysis, interpretation and evaluation. No evidence of argument. Points are not organised and are of peripheral relevance to the context of the question. Sparse or no use of supporting examples. Basic or no valid conclusions that attempt to summarise issues and arguments show little understanding. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but it is not used effectively (e.g., in a question about discussion of ethical considerations, ethical guidelines are named but they are not then related to the topic in the question). |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |

**(c)** Kareem works as a sports psychologist. It is over halfway through the football season and a team has lost most of its matches. The manager of this team wants advice from Kareem about how knowledge of personality might be used to improve the performance of this team in the last part of the season.

Outline at least one suggestion that Kareem could make to this football manager about how knowledge of personality could be used to improve the team's performance. **(10)**

## Mark Scheme

| | | | | |
|---|---|---|---|---|
| (c) | * | **Outline at least one suggestion that Kareem could make to this football manager about how knowledge of personality could be used to improve the team's performance.**<br><br>**AO2 (10 marks)**<br>Candidates need to apply their knowledge and understanding of at least one strategy for using knowledge of personality to improve sports performance.<br><br>Suggestions could refer to the following:<br>• Promote to the first team squad players who have the required footballing skills but who also score highly on traits such as conscientiousness and/or openness to change that could help with the team's current predicament.<br>• Consideration of whether players ought to be considered for other positions within the team based on their personality traits.<br>• Improving the ability of players to withstand criticism from fans and/or the media (e.g., in relation to social boldness).<br>• Kareem could also explore the question of the extent to which personality traits can be modified, and his suggested approach could include working with players to, for example, reduce levels of anxiety among players who are prone to this.<br><br>Answers could focus in depth on one suggestion or refer to a range of suggestions.<br><br>It is important that suggestions are **related to the context of the question** and are suggestions that a psychologist might potentially make (so should therefore be within ethical and legal guidelines).<br><br>Other appropriate responses should be credited. | 10 | PLEASE REFER TO APPENDIX 3 |

**APPENDIX 3**
**GENERIC MARK SCHEME FOR SECTION B PART (c) QUESTIONS**

*AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)*

| Level | Marks | Generic Mark Scheme (part c) | Guidance |
|---|---|---|---|
| 4 | 9–10 | Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated. | Answers in this band go beyond what might be expected of a standard, accurate response. This might be because the advice comprises a range of different suggestions (e.g., three or more explained in context and with appropriate psychological rationale for them, e.g. names psychological research, concepts or theories or explicit appropriate psychological terminology). Alternatively, if taking a 'depth' approach, the answer would contain one application and rationale explained in detail, beyond that seen in standard, accurate responses. |
| 3 | 6–8 | Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence. | A standard, accurate response will sit in the middle of this band (i.e., be awarded 7 marks). Advice put forward by the candidate will be related to the scenario in the question and there will be explicit and appropriate psychological rationale for the advice (e.g., named psychological research, concepts or theories or appropriate psychological terminology). It is clear what is being suggested (i.e., it is specific) and why it is being suggested. Candidates can take either a 'breadth' or 'depth' approach (e.g., the advice may comprise two or possibly even three suggestions, but it could equally well centre on one suggestion explained in detail). |
| 2 | 3–5 | Response demonstrates a limited application of psychological knowledge and understanding to the question. Application may relate to the general topic area rather than the specific question. The information has some relevance and is presented with limited structure. The information is supported by limited evidence. | Answers can be in this band for a number of reasons. For example, the advice offered may not be related to the scenario in the question (i.e., it may be generic) or it may lack appropriate psychological rationale. It is unclear what is being suggested (i.e., what the precise advice is) or why it is being suggested. |
| 1 | 1–2 | Response demonstrates a basic application of psychological knowledge and understanding to the question. Knowledge will be only partially relevant to the question: Responses will be generalised; lacking focus on the question. The information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear. | Answers in this band contain some creditworthy material but it is not used effectively (e.g., advice is offered but it is generic and has no psychological rationale behind it). |
| 0 | | No creditworthy response. | Answers in this band contain no creditworthy material. |