

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
1	a	<p>Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about measurement of personality in sport.</p> <p>AO1 (5 marks) 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.</p> <p>A good/Level 4 response will typically include details of at least 3 of following features:</p> <ul style="list-style-type: none"> - Why the study was done (e.g. identification of the research method used or background or aim or hypotheses) - Who was the study done on (e.g. details of sample) - How the study was done (e.g. identification of the research method used; methodological details/ procedure) - What was found (e.g. the results or conclusions) <p>A reasonable/Level 3 response will typically include 2-3 of the above features. A limited/Level 2 response will typically include 1-2 of the above features. A basic/Level 1 response will typically include 1 of the above features.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Kroll and Crenshaw (1970) to explain what it tells us about measurement of personality in sport.</p> <p>Answers could refer to:</p> <ul style="list-style-type: none"> • How measurement of personality in sport could have real-world applications (e.g., in terms of channelling people into particular sports) • 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). • The benefits of between-sport 	10	<p>APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p><i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p>Generic mark scheme (part a)</p> <p>Guidance</p> <p>Level 4 (9–10 marks) 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.</p> <p>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.</p> <p>Level 3 (6–8 marks) 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</p>

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		<p>comparison.</p> <ul style="list-style-type: none"> • Collecting data only from sportspeople competing at regional or national level. • 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). <p>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.</p>		<p>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.</p> <p>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.</p> <p>Level 2 (3–5 marks) 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.</p> <p>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.</p> <p>Level 1 (1–2 marks) 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.</p>

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				<p>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.</p> <p>Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.</p> <p>Level 0 (0 mark) No creditworthy response.</p> <p>Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u></p> <p>There was often confusion about parts of this study. The sports the athletes played, the personality test used, the findings i.e. reference to extrovert and introvert which aren't in Cattell. Also there were many variations of which features the athletes were similar to or different from each other depending on their sport.</p>

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	b	<p>Discuss sampling bias in research into personality and sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of sampling bias.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into personality and sport in relation to sampling bias.</p> <p>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.</p> <p>Relevant points could refer to:</p> <ul style="list-style-type: none"> • Samples of people who are all from the same country • The range of sports represented within a sample • The level at which sports are played • The positions of players within team sports • The age groups of samples • Gender bias within samples • The sampling method used • Attrition of samples within longitudinal research, etc. <p>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).</p> <p>Points about sampling bias need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>APPENDIX 2 Generic mark scheme for Section B PART (b) QUESTIONS</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)</i></p> <p><i>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</i></p> <p>Generic mark scheme (part b)</p> <p>Guidance</p> <p>Level 4 (12–15 marks) 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.</p> <p>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.</p> <p>Level 3 (8–11 marks) 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</p>

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			<p>line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>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.</p> <p>Level 2 (4–7 marks) 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.</p> <p>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.</p> <p>Level 1 (1–3 marks) 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</p>

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			<p>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.</p> <p>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).</p> <p>Level 0 (0 mark) No creditworthy response.</p> <p>Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u></p> <p>The range of features is extensive, and candidates on the whole did this well, and considered several of them. They included gender, age, level of sport, the sport played, as well as ethnicity, culture etc. The weakness of these responses was the research evidence to support these points made, so candidates gained fewer marks through lack of knowledge of research. Where there is some confusion as to the gender, for example in Kroll and Cranshaw, text books can differ on the gender of the participants so we would accept either all male or male and female as being creditworthy.</p>

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	c	<p>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.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for using knowledge of personality to improve sports performance.</p> <p>Suggestions could refer to the following:</p> <ul style="list-style-type: none"> • 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. • Consideration of whether players ought to be considered for other positions within the team based on their personality traits. • Improving the ability of players to withstand criticism from fans and/or the media (e.g., in relation to social boldness). • 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. <p>Answers could focus in depth on one suggestion or refer to a range of suggestions.</p> <p>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).</p> <p>Other appropriate responses should be credited.</p>	10	<p>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)</p> <p>Generic mark scheme (part c)</p> <p>Guidance</p> <p>Level 4 (9–10 marks) 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.</p> <p>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.</p> <p>Level 3 (6–8 marks) 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.</p> <p>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</p>

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			<p>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).</p> <p>Level 2 (3–5 marks) 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.</p> <p>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.</p> <p>Level 1 (1–2 marks) 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.</p> <p>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).</p> <p>Level 0 (0 mark) No creditworthy response.</p> <p>Answers in this band contain no creditworthy material.</p> <p>Examiner's Comments</p>

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				<p>Responses in this section often veered away from the topic of using knowledge of personality to generic strategies to improve performance. The scenario was that it was mid season, so responses that referred to start of the season strategies, were often only peripherally relevant. Again it needs to be clearly linked not just referenced to gain high level marks. Better responses considered what the personality features of football players might be, and how these could be assessed, and used by the manager. Also some reference to personality of leaders to be Captain of the team, or to positions in the team. Responses could also refer to techniques such as CBT as long as they were clearly linked to the personality of the players who would undergo this.</p>
		Total	35	

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Le vel	Ma rks	Generic mark scheme (Part a)	Guidance		
2	a	<p>Outline the key research by Kroll and Crenshaw (1970) and explain what it tells us about the relationship between personality and sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Kroll and Crenshaw. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Kroll and Crenshaw to explain what it tells us about the relationship of personality to sport. Answers are likely to focus on how people from different sports show significant differences in their personality profiles. This was found when high-level male sportspeople completed Cattell's 16PF questionnaire. Answers may highlight what some of the personality differences were found to be, and can be expected to note that the exception was American football players and wrestlers, who were each found to have similar personality profiles. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about the relationship of personality to sport will only gain marks in the lower Levels.</p>	10	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</p>	
4	9 – 10	<p>Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>Answers in this Level 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.</p>		

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				3	6 – 8	<p>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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>A standard response will sit in the middle of this Level (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.</p> <p>Broadly speaking, the candidate is correct in what they are saying.</p> <p>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 Level.</p>	
				2	3 – 5	<p>Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p>	<p>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</p>	

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				<p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>but not actually applied in the way that the question requires; the examiner may not be convinced of the candidate's understanding.</p>
	1	1 – 2	<p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>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</p>	<p>Answers in this Level contain some creditworthy material but essentially are wrong/flawed in what is being said.</p>	

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					<p>question.</p> <p>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.</p>																		
<u>Examiner's Comments</u>																							
	b	<p>Discuss the reliability of research into personality and sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of reliability.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the reliability of research into personality and sport. 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. Reliability issues can arise in a number of ways, such as through the use of standardised questionnaires, the use of multiple items to measure the same variable, the use of large samples, testing and retesting, split-half testing, or through whether findings are supported in follow-up studies. Candidates may argue for or against the reliability of research into</p>	15	<p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)</i></p> <p><i>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</i></p>																			
				<table border="1" data-bbox="981 1572 1489 2089"> <thead> <tr> <th>Level</th><th>Marks</th><th>Generic mark scheme (part b)</th><th>Guidance</th></tr> </thead> <tbody> <tr> <td>4</td><td>12</td><td>Response demonstrates good relevant knowledge and understanding.</td><td>Answers in this Level go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising</td></tr> <tr> <td>-1</td><td></td><td></td><td></td></tr> <tr> <td>5</td><td></td><td>Response demonstrates many points of analysis, interpretation and evaluation covering a range of</td><td></td></tr> </tbody> </table>	Level	Marks	Generic mark scheme (part b)	Guidance	4	12	Response demonstrates good relevant knowledge and understanding.	Answers in this Level go beyond what might be expected of a standard, accurate response. For example, the candidate may present intellectually surprising	-1				5		Response demonstrates many points of analysis, interpretation and evaluation covering a range of				
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		<p>personality and sport. Points about the reliability of research need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p> <p>If clearly validity then limited to basic, if could be validity then limited</p>			<p>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.</p>	<p>arguments, their arguments may centre on well-informed comparisons of evidence, or they may explore (quantitatively) more arguments than a 'standard' response will.</p>
			3	8–11	<p>Response demonstrates reasonable 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</p>	<p>A standard, accurate response will sit in the middle of this Level (i.e. be awarded 9-10 marks). Answers in this Level are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence. If one evaluative point</p>

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				<p>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.</p>	<p>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.</p>
2	4–7	<p>Response demonstrates limited 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</p>		<p>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</p>	

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				<p>arguments. Demonstrates some understanding. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>	<p>appropriate evaluative points but these may lack relevant supporting evidence.</p>
	1	1–3	<p>Response demonstrates basic 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.</p>	<p>Answers in this Level 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).</p>	

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				<p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>0</p>	No creditworthy response.	Answers in this Level contain no creditworthy material.								
			<p><u>Examiner's Comments</u></p> <p>Reliability is often confused with validity; many responses were using features which would impact on both, but some clearly referred to accuracy. Some candidates did not actually refer to reliability or validity which limited them, and better responses actually looked at the impact on reliability of identified aspects of research and evaluated this impact. Evaluations should go beyond 'this therefore makes the results more reliable or replicable'. Replicability is still being confused with reliability by many candidates. Replicability leads us to be able to repeat research to test reliability but doesn't, in itself, make a study reliable.</p> <p>There is a link between reliability and validity in that they are both impacted in different ways by the same features of research. Evaluation in terms of the standardising of procedures giving a consistent experience for every participant and therefore increasing reliability, can be evaluated in terms of the impact on ecological validity, but this needs to be a clear evaluation to gain marks.</p>											
c		<p>Outline at least one strategy a psychologist might suggest for how Mia could use knowledge of personality to improve the performance of the heptathletes.</p> <p>AO2 (10 marks)</p> <p>Candidates need to apply their knowledge and understanding of at least one strategy for using knowledge of personality to improve sports performance. Suggestions</p>	10	<p><i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)</i></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Generic Mark Scheme (part c)</th> <th>Guidance</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>9 – 10</td> <td>Response demonstrates a good application of</td> <td>Answers in this Level go beyond what might be</td> </tr> </tbody> </table>			Level	Marks	Generic Mark Scheme (part c)	Guidance	4	9 – 10	Response demonstrates a good application of	Answers in this Level go beyond what might be
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		<p>could centre on strategies to manage anxiety (for athletes who lack emotional stability). For athletes who lack conscientiousness, behaviourist strategies could be used to get them adhering to their training schedule. Candidates may also suggest strategies to help athletes reduce tension or increase self-reliance. For athletes who are venturesome, strategies could be suggested to help them be patient when recovering from injury. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p> <p>Do not credit responses that only refer to improving a team performance ie choosing driven athletes for a heptathlete team.</p> <p>Details of how to assess is not creditworthy but how to use the assessment with specific personalities is</p>		<p>psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p>	<p>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).</p> <p>Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</p>	
			3	<p>6 – 8</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p>	<p>A standard, accurate response will sit in the middle of this Level (i.e. be awarded 7 marks).</p> <p>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,</p>	

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Question		Answer/Indicative content	Marks	Guidance	
				<p>concepts or theories). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.</p> <p>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).</p>	
2	3 – 5	<p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p>		<p>Answers can be in this Level 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.</p>	
1	1 – 2	Response demonstrates a basic		Answers in this Level contain some	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance		
				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.		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 Level contain no creditworthy material.	

Examiner's Comments

A common misconception here was that athletes could be assigned to one sport in the heptathlon rather than actually having to do all seven. This limited the responses for some candidates. Also, the question related to improving performance of the heptathletes, not the performance of the team, so using personality tests to decide on who should be in the team was not directly responding to the question. Marks were given for a brief outline of what Mia might do to get the personality type of her athletes, but this couldn't be the whole response. There needed to be details of how Mia would work with groups of athletes with particular personality characteristics, such as extroversion and introversion.

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
Total			35	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
3	a	<p>Use the key research by Fazey and Hardy (1988) to explain how a catastrophic drop off in sporting performance can occur.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Fazey and Hardy. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Fazey and Hardy to explain how a catastrophic drop off in sporting performance can occur. Answers can be expected to recognise the interaction between physiological arousal and cognitive anxiety, and how high levels of cognitive anxiety can lead to a catastrophic drop off in sporting performance. Better answers may go further to explain how the difficulty of the task, how well-learned it is and/or the confidence levels of an athlete can contribute to such a drop off or to task recovery. Such answers may also include illustration of these processes by reference to real-life sporting examples. Less detailed answers or answers that simply describe the study without using it to explain how a catastrophic drop off in sporting performance can occur will only gain marks in the lower bands.</p>	10	<p>APPENDIX 1</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i> <i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p>Level 4 (Marks 9–10) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance 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.</p> <p>Level 3 (Marks 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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance 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.</p> <p>Level 2 (Marks 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.</p> <p>Response demonstrates a limited application of psychological knowledge and understanding to the question.</p> <p>Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance 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 good, 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.</p> <p>Level 1 (Marks 1–2) Response demonstrates basic knowledge and understanding. Description is basic.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p> <p>Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.</p> <p>Marks 0 No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u></p> <p>This question specifies the application of the key research to explaining the catastrophic drop off seen in sporting performances. Candidates were required to outline the key research, which may have included Fazey and Hardy's 'evaluation of the Inverted U' and highlighting the differences. Or they could have included an explanation showing differences between anxiety and arousal identified by Fazey and Hardy. The application could be hypothetical or directly linked to a sporting scenario. Good responses could sustain their explanation through the stages a competitive sports person may go through before a catastrophic drop in their performance, referencing both anxiety and arousal. This question clearly identifies the two different aspects of the requirements of part a questions in this section.</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
	b	<p>Discuss the individual/situational explanations debate in relation to arousal and anxiety in sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the debate about individual and situational explanations.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the individual/situational explanations debate in relation to arousal and anxiety in sport. As well as referring to the key research, candidates can refer to research investigating optimising arousal, controlling anxiety and measuring anxiety in sport. Any relevant research is creditworthy. Candidates may consider how different sports have different optimal arousal levels. They might also refer to trait and state anxiety. Strategies for managing arousal and anxiety in sport can also be referred to (e.g. energising self-talk, rituals, relaxation training programmes) as can research relating to the autonomic nervous system. Candidates need to be clear about which sides of the debate an example is illustrating. Points about the individual/situational explanations debate need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>APPENDIX 2</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)</i></p> <p><i>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</i></p> <p>Level 4 (Marks 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.</p> <p>Guidance 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.</p> <p>Level 3 (Marks 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</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance</p> <p>A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks).</p> <p>Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence.</p> <p>If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks.</p> <p>If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9–10 marks.</p> <p>If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10–11 marks.</p> <p>Level 2 (Marks 4–7)</p> <p>Response demonstrates reasonable knowledge and understanding.</p> <p>Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range.</p> <p>Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments.</p> <p>Demonstrates some understanding.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance</p> <p>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.</p> <p>Level 1 (Marks 1–3)</p> <p>Response demonstrates reasonable knowledge and understanding.</p> <p>Response demonstrates a few basic points of analysis, interpretation and</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>Guidance 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).</p> <p>Marks 0 No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u></p> <p>Evaluation in this question was again the missing factor in many, if not most, of the responses. Candidates clearly understood the situation and individual explanations of behaviour. This was applied to research from a variety of areas of the specification, which was acceptable. However, there had to be specific links to the arousal and anxiety aspect of the question. Again, a frequent issue was the lack of analysis, interpretation or evaluation required in the mark scheme. Many responses offered appropriate description linked to both individual and situation but they often lacked the high level of analytical skills required for Levels 3 and 4. It was noticeable that some candidates only considered either situational or individual and made no reference to the other. This of course, limited the marks which could be awarded.</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
	c	<p>Outline at least one technique a psychologist might suggest to Taylor for managing arousal and anxiety among the members of the boxing club.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one technique for managing arousal and anxiety. Answers may centre on ways of increasing arousal and/or controlling anxiety. To increase arousal, techniques could include energising self-talk or rituals such as the Haka. To control anxiety, breathing techniques could be referred to, as could application of biofeedback information, CBT or pre-competition rituals such as listening to carefully selected playlists of music. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	<p>APPENDIX 3</p> <p><i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)</i></p> <p>Level 4 (Marks 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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance 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). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</p> <p>Level 3 (Marks 6–8) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).</p> <p>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). It is clear what is being suggested (i.e. it is specific) and why it is</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>being suggested.</p> <p>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).</p> <p>Level 2 (Marks 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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance 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.</p> <p>Level 1 (Marks 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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>Guidance 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).</p> <p>Level 0 Marks No creditworthy response.</p> <p>Guidance</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
				<p>Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u></p> <p>Suggestions for Taylor could come from many areas of the specification but candidates tended to focus on biofeedback, CBT and pre performance rituals. These were all valid suggestions and lent themselves to good application to scenario. They had to be referenced to the scenario of boxing and not just by including the word 'boxers'. Irrational thoughts identified in CBT needed to be about their sporting performance. They also had to be implementable as stopping for biofeedback between rounds just isn't possible.</p>
		Total	35	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
4	a	<p>Outline the key research by Zajonc et al (1969) and use it to explain how an audience can affect sports performance.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Zajonc et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Zajonc et al to explain how an audience can affect sports performance. Answers are likely to focus on how in the simple 'runway' task running times were fastest in the presence of other cockroaches but how this was reversed in the complex 'maze' task. The best answers can be expected to relate the research to drive theory and / or to make a distinction between co-acting cockroaches and audience cockroaches. It is important for the answer to be related to the context of (human) sporting performance. Less detailed answers or answers that simply describe the study without relating its findings to the context of sport will only gain marks in the lower bands.</p>	10	<p>APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</p> <p>Level 4 (9 – 10 Marks) Generic mark scheme (Part a) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question.</p> <p>Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance 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.</p> <p>Level 3 (6 – 8 Marks) Generic mark scheme (Part a) 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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question.</p> <p>Application will be clear and focused on the question.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance</p> <p>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.</p> <p>Level 2 (3 – 5 Marks)</p> <p>Generic mark scheme (Part a)</p> <p>Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological knowledge and understanding to the question.</p> <p>Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance</p> <p>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.</p> <p>Level 1 (1 – 2 Marks)</p> <p>Generic mark scheme (Part a)</p> <p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>Response demonstrates a basic application of psychological knowledge and understanding to the question.</p> <p>Knowledge will be only partially relevant to</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
				<p>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.</p> <p>Guidance Answers in this band contain some creditworthy material but essentially are wrong / flawed in what is being said.</p> <p>Level 0 (0 Marks) Generic mark scheme (Part a) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
	b	<p>Outline at least one strategy a sports psychologist might suggest to Ahmet for how to prepare the players for this match.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for training for and playing spectator sports. Suggestions may centre on techniques for controlling anxiety such as diaphragmatic breathing, relaxation training programmes, or the following of rituals. Equally, suggestions could focus on practice as a way of developing automatic processing for motor skills, biofeedback, and cognitive behavioural therapy.</p> <p>It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	<p>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 4 (9 – 10 Marks) Generic Mark Scheme (part c) 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.</p> <p>Guidance 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). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</p> <p>Level 3 (6 – 8 Marks) Generic Mark Scheme (part c) 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.</p> <p>Guidance 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). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>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).</p> <p>Level 2 (3 – 5 Marks) Generic Mark Scheme (part c) 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.</p> <p>Guidance 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.</p> <p>Level 1 (1 – 2 Marks) Generic Mark Scheme (part c) 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.</p> <p>Guidance 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).</p> <p>Level 0 (0 Marks) Generic Mark Scheme (part c) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
		Total	20	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
5	a	<p>Outline the key research by Smith et al (1979) and explain what it tells us about coaching in sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Smith et al. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Smith et al to explain what it tells us about coaching in sport. Answers can be expected to focus on how a programme such as Coach Effectiveness Training (CET) can lead to players enjoying their sport more, having a better relationship with their team-mates, and experiencing increased levels of self-esteem. Answers ought to acknowledge, though, that such programmes may not necessarily lead to a significant improvement in the results achieved by the sports teams on the field of play. Less detailed answers or answers that simply describe the study without using it to explain what it tells us about coaching in sport will only gain marks in the lower bands.</p>	10	<p>APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i> <i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p>Level 4 (9 – 10 Marks) Generic Mark Scheme (part a) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance 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.</p> <p>Level 3 (6 – 8 Marks) Generic Mark Scheme (part a) 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.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance 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.</p> <p>Level 2 (3 – 5 Marks) Generic Mark Scheme (part a) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological knowledge and understanding to the question.</p> <p>Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance 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 good, 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.</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>Level 1 (1 – 2 Marks) Generic Mark Scheme (part a) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p> <p>Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.</p> <p>Level 0 Generic Mark Scheme (part a) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p>

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
	b	<p>Discuss the nature/nurture debate in relation to research into performing with others in sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the nature-nurture debate.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate research into performing with others in sport in relation to the nature-nurture debate. As well as referring to the key research, candidates can refer to research investigating teams, coaching and leadership. Any relevant research is creditworthy. In terms of evidence in support of nurture, candidates can be expected to refer to research (e.g. Smith et al) suggesting the difference that coaching can make, particularly with children. Trait theories of leadership (e.g. Stodgill) would provide evidence from the nature side of the debate, while a model of leadership such as that presented by Chelladurai could be said to reflect both sides of the debate. Candidates may argue for nature or nurture in relation to research into performing with others in sport. Points about the nature-nurture debate need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>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)</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</p> <p>Level 4 (12 – 15 Marks) Generic Mark Scheme (part b) 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.</p> <p>Guidance 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.</p> <p>Level 3 (8 – 11 Marks) Generic Mark Scheme (part b) 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</p>

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			<p>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.</p> <p>Guidance</p> <p>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.</p> <p>If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks.</p> <p>If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks.</p> <p>If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.</p> <p>Level 2 (4 – 7 Marks) Generic Mark Scheme (part b) 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.</p> <p>Guidance</p> <p>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.</p> <p>Level 1 (1 – 3 Marks)</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>Generic Mark Scheme (part b) 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.</p> <p>Guidance 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).</p> <p>Level 0 Generic Mark Scheme (part b) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p>
	c	<p>Outline at least one strategy a psychologist might suggest for how Sharmin could improve the performance of her cricket team.</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of at least one strategy for improving team performance. Answers may centre on ways of fostering team cohesion (based on Carron et al, 2002) such as getting to know players personally, encouraging open and easy communication between team players, or developing group norms. In addition to improving social cohesion within teams, increases in task cohesion can also be proposed. Reference could also be made to congruence between predicted, preferred and actual leadership behaviours (Chelladurai, 1978). Goal</p>	10	<p>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)</p> <p>Level 4 (9 – 10 Marks) Generic Mark Scheme (part c) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance</p>

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Question		Answer/Indicative content	Marks	Guidance
		<p>setting (using SMART targets and with follow-up feedback) can also be relevant. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>		<p>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). Alternatively, if taking a 'depth' approach, the answer would contain application and rationale beyond that seen in standard, accurate responses.</p> <p>Level 3 (6 – 8 Marks) Generic Mark Scheme (part c) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).</p> <p>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). It is clear what is being suggested (i.e. it is specific) and why it is being suggested.</p> <p>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).</p> <p>Level 2 (3 – 5 Marks) Generic Mark Scheme (part c) 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.</p> <p>The information has some relevance and is presented with limited structure. The</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>information is supported by limited evidence.</p> <p>Guidance 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.</p> <p>Level 1 (1 – 2 Marks) Generic Mark Scheme (part c) 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.</p> <p>Guidance 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).</p> <p>Level 0 Generic Mark Scheme (part c) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p>
		Total	35	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
6	a	<p>Use the key research by Lewis et al. (2014) to explain the positive benefits of dance on mental health.</p> <p>AO1 (5 marks) 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.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Lewis et al to explain the positive effects of dance on mental health. Answers can be expected to focus on the effectiveness of exercise in reducing anxiety and depression, which are the two most common psychological disorders in both people with Parkinson's Disease (PD) and elderly people in general. This was shown through the Total Mood Disturbance scores over both the short cycle of 1 hour and the long cycle of 12 weeks for both groups of participants (i.e. both the PD group and the age-matched control group). Lewis et al suggest that this effect may relate to the sociable nature of the activity, the mental challenges of dance, and perhaps the role of music. Less detailed answers or answers that simply describe the study without using it to explain the positive effects of dance on mental health will only gain marks in the lower bands.</p>	10	<p>APPENDIX 1 Generic mark scheme for Section B PART (a) QUESTIONS</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p><i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p>Level 4 (9 – 10 Marks) Generic Mark Scheme (part a) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance 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.</p> <p>Level 3 (6 – 8 Marks) Generic Mark Scheme (part a) 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.</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance 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.</p> <p>Level 2 (3 – 5 Marks) Generic Mark Scheme (part a) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological knowledge and understanding to the question.</p> <p>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.</p> <p>Guidance 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 good, 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.</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>Level 1 (1 – 2 Marks) Generic Mark Scheme (part a) Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p> <p>Guidance Answers in this band contain some creditworthy material but essentially are wrong/flawed in what is being said.</p> <p>Level 0 Generic Mark Scheme (part a) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u> Often well answered in terms of knowledge of Lewis et al's study. Better candidates made explicit links to explanations for the improvements in mental health, such as, social and cognitive benefits and physiological responses to dance. Main weakness was those candidates who reported the study with little attempt at using it to answer the question.</p> <p> AfL</p> <p>For questions with the command term “use the key research” candidates would be advised to carefully select the relevant feature(s) of that research to answer the question. This rarely means telling the examiner everything you know about the</p>

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Question		Answer/Indicative content	Marks	Guidance
				study; often it means detailing procedure or findings that support your response to the question.
	b	<p>Discuss the social sensitivity of conducting research into exercise and mental health.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of the social sensitivity of research.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the social sensitivity of conducting research into exercise and mental health. As well as referring to the key research, candidates can refer to research investigating the benefits of exercise to mental health. Any relevant research is creditworthy. Candidates may consider issues of social sensitivity for the class of people represented in the research or for the participants themselves. Consideration could be given to participants discovering that they or loved ones have mental health issues that they weren't aware of and also to the issue of participants in control groups not being exposed to interventions that might reasonably be anticipated to have positive effects. For those represented by research, it could be upsetting to learn about positive interventions that they have missed out on and/or that aren't available for them. That said, it is important to do research in this area as it could pave the way towards a positive intervention that could improve the mental health of many people. Candidates may argue for or against the social sensitivity of conducting research into exercise and mental health. Points about the social sensitivity of conducting research need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>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)</p> <p>Level 4 (12 – 15 Marks) Generic Mark Scheme (part b) 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.</p> <p>Guidance 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.</p> <p>Level 3 (8 – 11 Marks) Generic Mark Scheme (part b) 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</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>appropriate. Valid conclusions that effectively summarise issues and arguments are competent and understanding is reasonable.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance</p> <p>A standard, accurate response will sit in the middle of this band (i.e. be awarded 9-10 marks).</p> <p>Answers in this band are evaluative rather than descriptive, and points made are backed up with relevant supporting evidence.</p> <p>If one evaluative point is explored (with relevant supporting evidence) then it is likely to be awarded 8 marks.</p> <p>If two evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 9-10 marks.</p> <p>If three evaluative points are explored (with relevant supporting evidence) then it is likely to be awarded 10-11 marks.</p> <p>Level 2 (4 – 7 Marks)</p> <p>Generic Mark Scheme (part b)</p> <p>Response demonstrates reasonable knowledge and understanding.</p> <p>Response demonstrates a limited number of points of analysis, interpretation and evaluation which are limited in range.</p> <p>Argument and organisation is limited, and some points are related to the context of the question. Some valid conclusions that summarise issues and arguments.</p> <p>Demonstrates some understanding.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance</p> <p>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.</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>Level 1 (1 – 3 Marks) Generic Mark Scheme (part b) 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.</p> <p>Guidance 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).</p> <p>Level 0 Generic Mark Scheme (part b) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u> Some excellent answers that showed a mature appreciation of the social sensitivity of conducting research in this area; however, many candidates had a poor appreciation of the term 'social sensitivity'. Their superficial grasp led them to confuse it with ethical issues, which are not the same thing. They seemed to struggle with the debate and applying it to this area of the specification. Social sensitivity can be readily applied to mental health and age, for example, but again limiting supporting research to Lewis et al alone is maybe where the difficulty lies and why few gained high marks.</p> <p>Misconception</p>

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Question		Answer/Indicative content	Marks	Guidance
				 <p>Some candidates confused the terms social sensitivity with ethical issues. Social sensitivity research is - Controversial - Risking stereotyping and prejudice - Subject to social values - Able to shape the law. Sieber and Stanley (1988) used the term social sensitivity to describe studies where there are potential social consequences for the participants or the group of people represented by the research.</p>
	c	<p>What might a psychologist suggest to Andy about an exercise strategy to improve the mental health of his workers?</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of exercise strategies to improve mental health. Answers may centre on Green exercise, dance, yoga, aerobic exercise, etc. Answers should be explicitly related to improving the mental health of workers and should be centred on exercise strategies (as opposed to aspects of management or building design). It is acceptable to refer to sport as part of an exercise strategy. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	<p>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)</p> <p>Level 4 (9 – 10 Marks) Generic Mark Scheme (part c) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Guidance Answers in this band go beyond what might be expected of a standard, accurate response.</p> <p>Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>Either way, what is being suggested will be made specific to the scenario in the question (with precise details of how it will operate) and the psychological rationale to support what is being suggested will be made explicit.</p> <p>Level 3 (6 – 8 Marks) Generic Mark Scheme (part c) Response demonstrates a reasonable</p>

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			<p>application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Guidance A standard, accurate response will sit in the middle of this band (i.e. be awarded 7 marks).</p> <p>Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>Either way, what is being suggested will be made specific to the scenario in the question. There is psychological rationale to support what is being suggested (although this may not be made explicit by the candidate).</p> <p>Level 2 (3 – 5 Marks) Generic Mark Scheme (part c) 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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Guidance Answers in this band will lack precision.</p> <p>Candidates can take either a 'depth' or 'breadth' approach (i.e. the advice may centre on one suggestion or more than one suggestion).</p> <p>Either way, what is being suggested will remain at the general level. It will not be made specific to the scenario in the question. There will be a lack of psychological rationale for what is being suggested.</p> <p>Level 1 (1 – 2 Marks)</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>Generic Mark Scheme (part c) 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.</p> <p>Guidance Answers in this band contain some creditworthy material but it is not used effectively.</p> <p>Level 0 Generic Mark Scheme (part c) No creditworthy response.</p> <p>Guidance Answers in this band contain no creditworthy material.</p> <p><u>Examiner's Comments</u> Possibly the best answered of the part (c)'s with dance, green exercise and yoga/Zumba/exercise classes being the more common suggestions. Supporting evidence often provided, most notably Lewis (dance) and Peacock (green exercise). Those who fell short usually fell foul of 'how' to implement their suggestions.</p> <p>Exemplar 4</p>

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			<p>A psychologist might suggest to Andy that his workload all involve in a dance club. He might suggest to Andy that the session should last from 30 - 60min and for maximum benefit this should be 2 sessions a week for no longer than 16 weeks. He might tell Andy that each session should consist of a warm-up for 5min. Warm-up stretch and Dance muscle are unlikely to be pulled, the main session of about 40min where a specific type of dance is done and has a 5min cooldown period at the end. The psychologist based off Andy's goals this strategy would work because in R. Shady by Lewis et Al. it was found that after 12 weeks of dancing felt more less stress, more energy, less subjective and less anger. He might explain to Andy that the sessions would be a chance for the team to stop to go to know each other on a more personal level and he might tell Andy that by dancing, chemicals like BDNF and endorphins and endocannabinoids are released in the body which will be likely to make his staff feel better improving their mental health. He could also tell Andy that perhaps using a mix of different dances within the 16 weeks could be beneficial, for example, Ballroom and Tango in that this more varied in the research by Lewis et Al. which impacts mental health.</p> <p>Exemplar 4</p> <p>Exemplar 4 This response demonstrates a good application of psychological knowledge and understanding to the question. There is a well-developed line of reasoning which is clear and substantiated, so the candidate gained 9/10 marks.</p>
	Total	35	

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Question		Answer/Indicative content	Marks	Guidance
7	a	<p>Use the key research by Munroe-Chandler et al. (2008) to explain the benefits of imagery in sport.</p> <p>AO1 (5 marks) Candidates must refer to the key study by Munroe-Chandler et al to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 (5 marks) Candidates should <i>apply</i> their knowledge and understanding of the study by Munroe-Chandler et al to explain the benefits of imagery in sport. Answers can be expected to focus on how, out of the five ways of using imagery, MG-M imagery was found to be a strong predictor of both self-confidence and self-efficacy for young athletes, and this was true irrespective of whether they played recreationally or competitively. Although it was stronger for recreational players, this was not significantly so. This suggests how MG-M imagery can be beneficial in boosting self-confidence and / or self-efficacy. It is important that answers are related to the sporting context. Less detailed answers or answers that simply describe the study without relating its findings to the context of sport will only gain marks in the lower bands.</p>	10	<p>Appendix 1 <i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p><i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)</i></p> <p>Level 4 (9–10 marks) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (6–8 marks) 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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most part relevant and supported by some evidence.</p> <p>Level 2 (3–5 marks) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>address the question.</p> <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–2 marks)</p> <p>Response demonstrates basic knowledge and understanding. Description is basic. There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p> <p>Level 0 (0 marks)</p> <p>No creditworthy response.</p> <p>Examiner's Comments</p> <p>Candidates were mostly able to outline in detail the procedure and sample for this study. Most candidates could explain that MG-M imagery correlated with self-efficacy and self-confidence. When it came to the benefits of imagery very few candidates worked out from the results that <u>all</u> types of imagery correlated ($p<0.01$) so any form of imagery would have the benefit of improving motivation by improving self-efficacy and self-confidence. However, most could suggest that MG-M imagery would benefit athletes (although it was not always clear from the answers if the candidate knew the difference between MG-M and any other type of imagery). The better answers focused on motivation as</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>the benefit, with weaker responses failing to make the link with motivation but instead suggesting improved performance, which was not shown in the study as the study is about sports motivation.</p>
	b	<p>Discuss the reliability of research into motivation in sport.</p> <p>AO1 (2 marks) Candidates should demonstrate knowledge and understanding of reliability.</p> <p>AO3 (13 marks) Candidates should analyse, interpret and evaluate the reliability of research into motivation in sport. Reliability issues can arise in a number of ways, such as through the use of standardised questionnaires, the use of multiple items to measure the same variable, the use of large samples, testing and retesting, or through whether findings are supported in follow-up studies. As well as referring to the key research, candidates can refer to studies investigating self-efficacy and sports confidence, including imagery and sports orientation. Any relevant research is creditworthy; however, it does need locating in the context of the question. Candidates may argue for or against the reliability of research into motivation in sport. Reliability issues need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>Appendix 2</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)</p> <p>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</p> <p>Level 4 (12–15 marks)</p> <p>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.</p> <p>Level 3 (8–11 marks)</p> <p>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</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>by some evidence.</p> <p>Level 2 (4–7 marks)</p> <p>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.</p> <p>Level 1 (1–3 marks)</p> <p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>Level 0 (0 marks)</p> <p>No creditworthy response.</p> <p>Examiner's Comments</p> <p>Better candidates could give a good definition of reliability in the context of sports motivation. There is still confusion amongst candidates about repeating a study and replicability. The better responses recognised that challenges to validity can mean we would fail to get consistent results on replication (eg population validity - narrow age range, only one sport, meaning we may not get reliable findings as we replicated on a different age range or a different sporting scenario; also challenges to internal</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>validity as self-reports were used that could have been affected by social desirability or demand characteristics might mean that we would fail to get similar results on retest)</p> <p>Most answers did not use examples beyond Munroe-Chandler et al. Please note that Munroe-Chandler et al should be referred to as they, not he, more so as Krista Munroe-Chandler is a woman.</p>
c		<p>What advice might a sports psychologist give Debbie about how to motivate the players in her daughter's rugby team?</p> <p>AO2 (10 marks) Candidates need to apply their knowledge and understanding of strategies for motivating athletes. Answers may centre on the use of imagery (especially MG-M imagery), although should be extended to address the issue of how to do this. Answers could also centre on ways of enhancing self-efficacy, self-confidence, competitiveness, or intrinsic motivation. These concepts may be linked in with each other or analysed separately. Better answers will engage closely with the 'how' part of the question, focusing in on precise ways in which the different motivational strategies might be put into practice. It is important that the suggestions are related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	<p>Appendix 3</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)</p> <p>Level 4 (9 – 10 marks)</p> <p>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.</p> <p>Level 3 (6 – 8 marks)</p> <p>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.</p> <p>Level 2 (3 – 5 marks)</p> <p>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.</p> <p>Level 1 (1 – 2 marks)</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>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.</p> <p>Level 0 (0 marks)</p> <p>No creditworthy response.</p> <p><u>Examiner's Comments</u></p> <p>This question attracted some imaginative and well-developed responses, with candidates drawing on material from across the sport topics to suggest how Debbie could try motivating her players. Candidates typically engaged well with the scenario and would make a wide range of suggestions within their answers (eg to do with use of imagery, intrinsic and / or extrinsic motivation, positive reinforcement, self-efficacy, team cohesion, etc.).</p>
		Total	35	

Mark Scheme

Question		Answer/Indicative content	Marks	Guidance
8	a	<p>Using the research by Zajonc et al (1969), explain how sporting performance could be influenced by audiences.</p> <p>AO1 Candidates must refer to the key study by Zajonc et al. to access the top band. Candidates will demonstrate knowledge and understanding of this key study through describing the psychological evidence of the key study appropriately and effectively.</p> <p>AO2 Candidates should <i>apply</i> their knowledge and understanding of the study by Zajonc et al. to explain how sporting performance could be influenced by audiences. Answers are likely to focus on how in the simple 'runway' task running times were fastest in the presence of other cockroaches but how this was reversed in the complex 'maze' task. The best answers can be expected to relate the research to drive theory and / or to make a distinction between co-acting cockroaches and audience cockroaches. It is important for the answer to be related to the context of (human) sporting performance. Less detailed answers or answers that simply describe the study without relating its findings to the context of sport will only gain marks in the lower bands.</p>	10	<p>APPENDIX 1 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)</p> <p>Level 4 (9–10 Marks) Response demonstrates good relevant knowledge and understanding. Accurate and reasonably detailed description. There is appropriate selection of material to address the question.</p> <p>Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (6–8 Marks) 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.</p> <p>Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 3 (3–5 Marks) Response demonstrates limited relevant knowledge and understanding. Limited description lacking in detail. There is some evidence of selection of material to address the question.</p> <p>Response demonstrates a limited application of psychological knowledge</p>

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Question	Answer/Indicative content	Marks	Guidance
			<p>and understanding to the question.</p> <p>Application may be related to the general topic area rather than the specific question.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 2 (1–2 Marks) Response demonstrates basic knowledge and understanding. Description is basic.</p> <p>There is little evidence of selection of material to address the question.</p> <p>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.</p> <p>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.</p> <p>Level 0 (0 Marks) No creditworthy response.</p> <p><u>Examiner's Comments</u></p> <p>Assessment Objective 1 was mostly better displayed than Assessment Objective 2. Candidates had learned the key studies well and then attempted, some better than others, to apply this to the question asked.</p> <p>Child Better responses appreciated the point of the key research by Wood et al. Most could give an outline of what happened, but few answers were detailed or explicitly explained the findings. Fewer still focused on the applications in terms of scaffolding strategies such as demonstration, frustration control, reduction in degrees of freedom, recruitment, etc. The best responses understood that the study informed scaffolding strategies that could be used in the classroom.</p>

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			<p>Crime Most candidates could give an outline of Raine et al.'s murderers' brains study, showing good knowledge of detail. A small number, however, wrote about other biological background studies. This seemed unique to this option. Methodological details of the study were well described (although MRI often cited rather than PET). Results and their implications were not so well described – candidates often suggested high rather than low activity in pre-frontal cortex for example or which side of the amygdala had less activity and which more. Better responses could describe a number of brain differences and explain the implications of these for crime (impulsivity, low IQ, fearlessness etc)</p> <p>Environment Lord's research was well described in general. However, the outcome in terms of attitude and behaviour was less well described. Some candidates mistakenly assumed positive messages gave the highest behaviour change. Better responses noted that all experimental conditions led to significant increase in recycled items but that the best came from negative personal messages. Weaker responses did not go on to address the application element of the question explicitly. Mid-range responses did so but with weak links from study detail to question application (addressing the demand of the question). The best responses did this and made good connections between the study's findings and the way they could be used to increase recycling.</p> <p>Sport Most candidates could describe Zajonc et al.'s studies into cockroaches. Better responses showed understanding of the results in relation to drive theory, and those that made this connection were more likely to make a direct and detailed link to sport in their answer. Easy/difficult (dominant response) tasks were recounted against the presence of audiences, or none.</p>

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				Many candidates, however failed mention sport at all or did so only briefly/obliquely. Weaker responses failed to describe the conditions in detail and failed to fully show how audiences affect the performance of the cockroaches in the easy and difficult tasks.
b		<p>Discuss the validity of research into audience effects.</p> <p>AO1 Candidates should demonstrate knowledge and understanding of validity.</p> <p>AO3 Candidates should analyse, interpret and evaluate the validity of research into audience effects. Validity issues can arise in a number of ways, such as the ecological validity of studies, population validity (especially if trying to generalise across species), or construct validity (e.g. is it actually the effect of audiences that is being measured?; if it is, then is it possible to isolate which aspect of an audience is having an effect?). If some individuals are affected more than others, then personality variables may be a mediating factor that needs addressing; validity can also be affected if research is not standardised and controlled, or if data is collected through self-report (e.g. issues of social desirability bias). Validity issues need to be discussed, rather than simply identified and illustrated.</p> <p>Other appropriate responses should be credited.</p>	15	<p>APPENDIX 2</p> <p><i>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)</i></p> <p><i>AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)</i></p> <p>Level 4 (12–15 Marks) Response demonstrates good relevant knowledge and understanding.</p> <p>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.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (8–11 Marks) Response demonstrates good relevant knowledge and understanding.</p> <p>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.</p> <p>There is a line of reasoning presented with some structure. The information presented</p>

Mark Scheme

Question	Answer/Indicative content	Marks	Guidance
			<p>is in the most-part relevant and supported by some evidence.</p> <p>Level 2 (4–7 Marks) Response demonstrates reasonable knowledge and understanding.</p> <p>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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–3 Marks) Response demonstrates reasonable knowledge and understanding.</p> <p>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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p> <p>Level 0 (0 Marks) No creditworthy response.</p> <p><u>Examiner's Comments</u></p> <p>Most candidates used a PEE model to present two or three points in their responses. Candidates commonly made evaluative comment with reference to studies, but few elaborated or discussed these assertions, so top band responses were few.</p> <p>Child</p>

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			<p>Nature –nurture.</p> <p>Most candidates did a “this one’s nature and that one’s nurture” which naturally linked their evaluation to research.</p> <p>Better responses concluded with an interactionist argument. Piaget’s stages and the age differences in Wood et al. were used well to support a nature argument, as was Vygotsky’s MKO and the role of the tutor to support a nurture argument.</p> <p>Weaker responses tended to mix up their answer as they seemed unclear as to what nature was and what nurture was.</p> <p>Crime</p> <p>Methodological issues.</p> <p>Better responses used the methodological strengths and weaknesses of the key and wider research to answer the question.</p> <p>Middling responses tended to identify problems (for instance, “it’s hard to study criminals using self-report as they cannot be trusted to tell the truth”) without exemplifying or substantiating their points.</p> <p>Typical of weaker responses was to be prepared for reductionism, determinism and freewill and usefulness for this topic area and were going to write about these and call them methodological issues, which rarely bore fruit.</p> <p>Environment</p> <p>Individual-situational.</p> <p>As with nature-nurture most candidates did a “this is situational because and this is individual because” type answer. Better responses supported one or other argument with relevant evidence (usually using Lord to support a situational argument). Some used individual-situation interchangeably with nature-nurture, which didn’t always work particularly well. The dark green - light green distinction worked far better.</p> <p>Sport</p> <p>Validity.</p> <p>Most answers were able to identify different types of validity (population validity and internal validity) and link these to the key research. For ecological validity, home advantage and the Michael’s study of pool players in a university bar were used.</p>

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Question		Answer/Indicative content	Marks	Guidance
	c	<p>What advice might a sports psychologist give Lizzie about how to prepare for this match?</p> <p>AO2 Candidates need to apply their knowledge and understanding of strategies for training for and playing spectator sports. Suggestions may centre on techniques for controlling anxiety such as diaphragmatic breathing, relaxation training programmes, or the following of rituals. Equally, suggestions could focus on practice as a way of developing automatic processing for motor skills, biofeedback, and cognitive behavioural therapy. It is important that the suggested advice is related to the context of the question.</p> <p>Other appropriate responses should be credited.</p>	10	<p>APPENDIX 3 <i>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (10 marks)</i></p> <p>Level 4 (9–10 Marks) Response demonstrates a good application of psychological knowledge and understanding to the question. Application will be explicit, accurate, and relevant to the question.</p> <p>There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</p> <p>Level 3 (6–8 Marks) Response demonstrates a reasonable application of psychological knowledge and understanding to the question. Application will be clear and focused on the question.</p> <p>There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</p> <p>Level 2 (3–5 Marks) 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.</p> <p>The information has some relevance and is presented with limited structure. The information is supported by limited evidence.</p> <p>Level 1 (1–2 Marks) 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.</p> <p>The information is supported by limited evidence and the relationship to the evidence may not be clear.</p>

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			<p>Level 0 (0 Marks) No creditworthy response.</p> <p><u>Examiner's Comments</u></p> <p>This was generally the best answered part of the options. This was encouraging as it was the biggest departure from the legacy specification. Candidates have embraced the idea of making practical, real-life suggestions, with better ones clearly drawing their ideas from a sound base of psychological knowledge.</p> <p>Child Revising in silence allowed Grant's context-dependent memory study to be included as a suggestion, which helped the candidates to support their responses with empirical evidence. Recommended books tend to list strategies without detailed supporting studies, so candidates tended to suggest mnemonics, acronyms, mind maps etc. The appropriateness of the examples of application for 15-16 year olds exam revision varied somewhat.</p> <p>Crime Better responses made use of nutrition/combined programmes of nutrition exercise and cognitive skills using the studies from Olds/Raine to support their suggestions. Lots of fish oil and Omega-3 was suggested. Candidates who had not studied these as their chosen strategies often turned to less ethical applications, including castration and sterilisation of potential criminals. Plastic surgery was referenced with candidates often struggling to make this a legitimate suggestion. Not smoking or drinking alcohol whilst pregnant was a better presented suggestion; less good were those that weren't biological, lacked feasibility or, for ethical reasons, would not be suggested.</p> <p>Environment As the client group was primary school children a lot of strategies were suggested using reinforcement and role modelling, using core studies as supporting evidence, which again was perfectly legitimate and credit worthy. Candidates made good suggestions including imaginative application of</p>

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Question		Answer/Indicative content	Marks	Guidance
				<p>operant conditioning or Social Learning Theory; the best responses were thoroughly contextualised, referring to assemblies, sticker charts, etc., as well as examples of antecedent and consequent strategies.</p> <p>Sport</p> <p>Many candidates figured that the given scenario was going to require that Lizzie managed her arousal for playing in front of a crowd, and a variety of methods were suggested including breathing exercises, biofeedback, practising so that skills become dominant tasks (so would be enhanced by crowd), practising in front of a crowd, using rituals/music to control her arousal. Others suggested imagery. Some candidates struggled to offer convincing support for the suggestions they had made.</p>
		Total	35	