

# Physical Education (H155, H555)

H555/02, Psychological factors affecting performance (A level), November 2021

Louise Bugler

Please note that you may see slight differences between this paper and the original.

Candidates answer on the Question paper.

**OCR supplied materials:**

Additional resources may be supplied with this paper.

**Other materials required:**

- Pencil
- Ruler (cm/mm)

**Duration: 60 mins**

## INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number in the boxes above. Please write clearly and in capital letters.
- Use black ink. HB pencil may be used for graphs and diagrams only.
- Answer **all** the questions, unless your teacher tells you otherwise.
- Read each question carefully. Make sure you know what you have to do before starting your answer.
- Where space is provided below the question, please write your answer there.
- You may use additional paper, or a specific Answer sheet if one is provided, but you must clearly show your candidate number, centre number and question number(s).

## INFORMATION FOR CANDIDATES

- The quality of written communication is assessed in questions marked with either a pencil or an asterisk. In History and Geography a *Quality of extended response* question is marked with an asterisk, while a pencil is used for questions in which *Spelling, punctuation and grammar and the use of specialist terminology* is assessed.
- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- The total number of marks may take into account some 'either/or' question choices.

- 1 Give an example of mechanical guidance and an example of manual guidance for a swimmer.

Mechanical guidance

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Manual guidance

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[2]

- 2 Define stress and identify **one** cause of stress.

Definition

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Cause

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[2]

- 3 Give an example of extrinsic feedback and an example of intrinsic feedback for a tennis player.

Extrinsic feedback

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Intrinsic feedback

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[2]

4      Use sporting examples to describe how an emergent leader and a prescribed leader could be selected.

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[2]

5(a)      Use a practical example from sport to show an internal, stable attribution for failure.

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[1]

(b)      Use a practical example from sport to show an external, unstable attribution for success.

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[1]

6(a)

- (i) A table tennis player in the cognitive stage of learning would make a lot of mistakes when hitting the ball. Using the example of the table tennis player, describe **three** other characteristics of their performance.

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[3]

- (ii) Suggest **two** reasons why visual guidance alone may not allow a performer to move to the associative stage of learning.

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[2]

(b)

(i) Give an example of bilateral transfer in sport.

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----- [1]

(ii) Give an example of negative transfer in sport.

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----- [1]

(iii) Identify **two** ways of limiting the effect of negative transfer.

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----- [2]

(c) Fig. 6.1 shows an adapted version of Craik and Lockhart's levels of processing model.

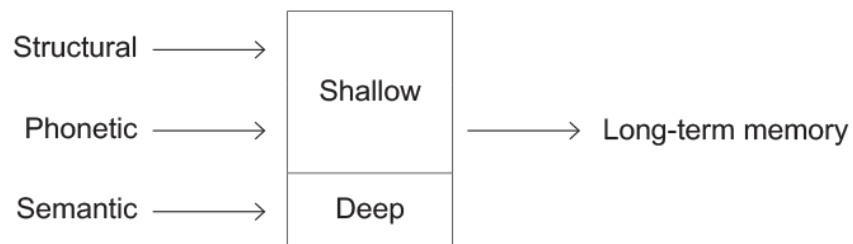


Fig. 6.1

With reference to Fig. 6.1, explain the levels of processing model.

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[5]

(d)

(i) Give an example of whole practice and an example of varied practice.

Whole practice .-----

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Varied practice .-----

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[2]

(ii) Evaluate the use of whole practice and varied practice in sport.

Whole practice -----

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Varied practice

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[4]

Analyse other occasions when an autocratic leadership style might be most effective.

[4]



(b) A 19-year-old semi-professional footballer is playing football at her team's home stadium.  
A scout from a professional football club is in the crowd.

Discuss the possible effects of the audience on the football player's performance.

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[6]

(c)

(i) Define the term anxiety.

[1]

(ii) Describe trait anxiety.

[2]

(iii) Give an example of how the body responds to cognitive anxiety and to somatic anxiety.

Cognitive anxiety

Somatic anxiety

[2]

(d)

(i) Explain the frustration–aggression hypothesis.

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[3]

(ii) Identify a strength and a weakness of this hypothesis.

Strength -----

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Weakness -----

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[2]

8 Using examples from sport, explain how an individual may learn a new sporting skill according to Bandura’s theory of observational learning.

Discuss how observation of others has an impact on the formation of attitudes.

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Handwriting practice lines consisting of 20 sets of three horizontal dashed lines.

[10]

END OF QUESTION PAPER

Mark Scheme

| Question      |  |  | Answer/Indicative content  | Marks         | Guidance                  |           |  |        |  |
|---------------|--|--|--|---------------|---------------------------|-----------|--|--------|--|
| 1             |  |  | <div>Two marks from:<table><tr><td>1. Mechanical</td><td>Arms bands / woggle/float</td></tr><tr><td>2. Manual</td><td>Coach holding swimmer up / moving swimmer into the correct diving position</td></tr></table></div> | 1. Mechanical | Arms bands / woggle/float | 2. Manual | Coach holding swimmer up / moving swimmer into the correct diving position | 2(AO2) | <b>Do not accept:</b><br>Physically guiding (TV) (physically moving is ok) |
| 1. Mechanical | Arms bands / woggle/float  |  |  |               |                           |           |  |        |  |
| 2. Manual     | Coach holding swimmer up / moving swimmer into the correct diving position |  |  |               |                           |           |  |        |  |
|               |  |  | Total  | 2             |                           |           |  |        |  |



# Mark Scheme

| Question      |  |  | Answer/Indicative content  | Marks         | Guidance   |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
|---------------|--|--|--|---------------|--|----|-------------|----|----------|----|-------------|----|----------------|----|-------------|----|--------------------------------|----|---------------------------------|----|-------------------------------------|-----|--|--------|--|
| 2             |  |  | <p>Two marks from:</p> <p>Sub-max one - definition</p> <table border="1"><tr><td>1. Definition</td><td>Perception of an inability to cope (with demands)<br/>Or<br/>Psychological state produced by perceived physiological and psychological forces acting on our sense of well being<br/>Or<br/>Can be positive or negative but often associated with a situation when capabilities do not match demands of a situation<br/>Or<br/>A state of mental / emotional strain<br/>Or<br/>Feeling under a lot of pressure in a situation<br/>Or<br/>Physical / mental / emotional demand, which tends to disturb the homeostasis of the body</td></tr></table> <p>Sub-max one - cause</p> <table border="1"><tr><td>2.</td><td>Competition</td></tr><tr><td>3.</td><td>Conflict</td></tr><tr><td>4.</td><td>Frustration</td></tr><tr><td>5.</td><td>Climate / heat</td></tr><tr><td>6.</td><td>Expectation</td></tr><tr><td>7.</td><td>Importance of winning / reward</td></tr><tr><td>8.</td><td>Crowd / evaluation by observers</td></tr><tr><td>9.</td><td>The feeling that you might get hurt</td></tr><tr><td>10.</td><td>Personal / parental / peer / coach / team pressure</td></tr></table> | 1. Definition | Perception of an inability to cope (with demands)<br>Or<br>Psychological state produced by perceived physiological and psychological forces acting on our sense of well being<br>Or<br>Can be positive or negative but often associated with a situation when capabilities do not match demands of a situation<br>Or<br>A state of mental / emotional strain<br>Or<br>Feeling under a lot of pressure in a situation<br>Or<br>Physical / mental / emotional demand, which tends to disturb the homeostasis of the body | 2. | Competition | 3. | Conflict | 4. | Frustration | 5. | Climate / heat | 6. | Expectation | 7. | Importance of winning / reward | 8. | Crowd / evaluation by observers | 9. | The feeling that you might get hurt | 10. | Personal / parental / peer / coach / team pressure | 2(AO1) | <p><b>Do not accept:</b></p> <p>Anxiety / worry / nerves / negative state on its own.</p> <p>Sub-max one mark for definition</p> <p>Sub-max one mark for cause</p> |
| 1. Definition | Perception of an inability to cope (with demands)<br>Or<br>Psychological state produced by perceived physiological and psychological forces acting on our sense of well being<br>Or<br>Can be positive or negative but often associated with a situation when capabilities do not match demands of a situation<br>Or<br>A state of mental / emotional strain<br>Or<br>Feeling under a lot of pressure in a situation<br>Or<br>Physical / mental / emotional demand, which tends to disturb the homeostasis of the body |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 2.            | Competition  |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 3.            | Conflict   |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 4.            | Frustration  |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 5.            | Climate / heat   |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 6.            | Expectation  |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 7.            | Importance of winning / reward   |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 8.            | Crowd / evaluation by observers  |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 9.            | The feeling that you might get hurt  |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
| 10.           | Personal / parental / peer / coach / team pressure   |  |  |               |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |
|               |  |  | Total  | 2             |  |    |             |    |          |    |             |    |                |    |             |    |                                |    |                                 |    |                                     |     |  |        |  |

### Mark Scheme

| Question                   |  |  | Answer/Indicative content   | Marks                      | Guidance  |                            |  |         |   |
|----------------------------|--|--|---|----------------------------|---|----------------------------|--|---------|---|
| 3                          |  |  | <div>Two marks from:</div> <table><tr><td>1. Extrinsic feedback e.g.</td><td>A coach telling the player they didn't throw the ball high enough when serving</td></tr><tr><td>2. Intrinsic feedback e.g.</td><td>The tennis player physically / kinaesthetically feeling that they hit the sweet spot on the racquet</td></tr></table>   | 1. Extrinsic feedback e.g. | A coach telling the player they didn't throw the ball high enough when serving  | 2. Intrinsic feedback e.g. | The tennis player physically / kinaesthetically feeling that they hit the sweet spot on the racquet  | 2(AO2)  | <b>Accept</b> any suitable example from tennis of:<br>- extrinsic feedback e.g. from sight or sound<br>-intrinsic feedback e.g. from kinaesthetic feel / using proprioceptors<br><b>Do not accept:</b> 'feeling' on its own |
| 1. Extrinsic feedback e.g. | A coach telling the player they didn't throw the ball high enough when serving   |  |   |                            |   |                            |  |         |   |
| 2. Intrinsic feedback e.g. | The tennis player physically / kinaesthetically feeling that they hit the sweet spot on the racquet  |  |   |                            |   |                            |  |         |   |
|                            |  |  | <b>Total</b>  | <b>2</b>                   |   |                            |  |         |   |
| 4                          |  |  | <div>Two marks from:</div> <table><tr><td>1. Emergent leader</td><td>A team member would be selected from within / by the netball team to be leader<br/>Or<br/>Naturally takes over as leader from within the rugby team</td></tr><tr><td>2. Prescribed leader</td><td>A leader for a volleyball team would be selected from outside the team such as from another volleyball team / coaching organisation<br/>Or<br/>Selected from a higher authority such as the football teams manager selecting the coach</td></tr></table> | 1. Emergent leader         | A team member would be selected from within / by the netball team to be leader<br>Or<br>Naturally takes over as leader from within the rugby team | 2. Prescribed leader       | A leader for a volleyball team would be selected from outside the team such as from another volleyball team / coaching organisation<br>Or<br>Selected from a higher authority such as the football teams manager selecting the coach | 2 (AO2) | Must be linked to sport to gain credit.<br><br><b>Do not accept:</b> The leader is prescribed or emerges from the group. (RQ)   |
| 1. Emergent leader         | A team member would be selected from within / by the netball team to be leader<br>Or<br>Naturally takes over as leader from within the rugby team  |  |   |                            |   |                            |  |         |   |
| 2. Prescribed leader       | A leader for a volleyball team would be selected from outside the team such as from another volleyball team / coaching organisation<br>Or<br>Selected from a higher authority such as the football teams manager selecting the coach |  |   |                            |   |                            |  |         |   |
|                            |  |  | <b>Total</b>  | <b>2</b>                   |   |                            |  |         |   |

### Mark Scheme

| Question  |   |  | Answer/Indicative content   | Marks   | Guidance  |         |  |
|---|---|--|---|---|---|---------|--|
| 5   | a   |  | One marks from:<br><br><table border="1"><tr><td>1.<br/>Internal,<br/>stable at<br/>tribution<br/>for<br/>losing &amp;<br/>e.g.</td><td>The other tennis player was<br/>much better than me<br/>Or<br/>I'm not a very good gymnast<br/>so I lost (Ability)</td></tr></table>                                  | 1.<br>Internal,<br>stable at<br>tribution<br>for<br>losing &<br>e.g.        | The other tennis player was<br>much better than me<br>Or<br>I'm not a very good gymnast<br>so I lost (Ability)                          | 1 (AO2) | Must relate to relevant practical example to<br>gain mark  |
| 1.<br>Internal,<br>stable at<br>tribution<br>for<br>losing &<br>e.g.        | The other tennis player was<br>much better than me<br>Or<br>I'm not a very good gymnast<br>so I lost (Ability)                          |  |   |   |   |         |  |
|   | b   |  | One mark from:<br><br><table border="1"><tr><td>2.<br/>External<br/>,<br/>unstable<br/>attributio<br/>n for<br/>winning<br/>&amp; e.g.</td><td>We were really lucky to<br/>score in the last minute of<br/>extra time<br/>Or<br/>We were lucky the ref didn't<br/>give a penalty against us</td></tr></table> | 2.<br>External<br>,<br>unstable<br>attributio<br>n for<br>winning<br>& e.g. | We were really lucky to<br>score in the last minute of<br>extra time<br>Or<br>We were lucky the ref didn't<br>give a penalty against us | 1 (AO2) | Must relate to relevant practical example to<br>gain mark<br><br><b>Accept</b> other suitable attribution with<br>regards to luck for Pt 2. such as weather,<br>pitch conditions |
| 2.<br>External<br>,<br>unstable<br>attributio<br>n for<br>winning<br>& e.g. | We were really lucky to<br>score in the last minute of<br>extra time<br>Or<br>We were lucky the ref didn't<br>give a penalty against us |  |   |   |   |         |  |
|   |   |  | Total   | 2   |   |         |  |

# Mark Scheme

| Question                 |   |   | Answer/Indicative content   | Marks              | Guidance   |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
|--------------------------|---|---|---|--------------------|--|----------------------|---|------------------------|---|----------------------|--|--------------------------|---|--------------------|---|-----------------|--|-----------------|---|---------|--|
| 6                        | a   | i | <p>Three marks from:</p> <table><tr><td>1. Trial and error</td><td>Lots of trial and error trying out different shots / ways of holding the bat</td></tr><tr><td>2. External feedback</td><td>Needs lots of help from coach to tell them what went wrong with their serve</td></tr><tr><td>3. Only focus on skill</td><td>The table tennis player won't be able to think about extra tactics / how to disguise play</td></tr><tr><td>4. Conscious thought</td><td>Player will have to think about how to perform the serve</td></tr><tr><td>5. Jerky / lacks fluency</td><td>Players movements when returning a serve could be jerky / lack fluency / have poor timing / uncoordinated</td></tr><tr><td>6. Motor programme</td><td>Motor programme <b>starts</b> to form for a serve</td></tr><tr><td>7. Mental image</td><td>Needs to create a mental picture of how to serve</td></tr><tr><td>8. Inconsistent</td><td>Table tennis serve will be inconsistent</td></tr></table> | 1. Trial and error | Lots of trial and error trying out different shots / ways of holding the bat | 2. External feedback | Needs lots of help from coach to tell them what went wrong with their serve | 3. Only focus on skill | The table tennis player won't be able to think about extra tactics / how to disguise play | 4. Conscious thought | Player will have to think about how to perform the serve | 5. Jerky / lacks fluency | Players movements when returning a serve could be jerky / lack fluency / have poor timing / uncoordinated | 6. Motor programme | Motor programme <b>starts</b> to form for a serve | 7. Mental image | Needs to create a mental picture of how to serve | 8. Inconsistent | Table tennis serve will be inconsistent | 3 (AO2) | <p>Must use the example of table tennis</p> <p>Any table tennis examples can be used</p> <p><b>Accept 1<sup>st</sup> three points only</b></p> |
| 1. Trial and error       | Lots of trial and error trying out different shots / ways of holding the bat                              |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 2. External feedback     | Needs lots of help from coach to tell them what went wrong with their serve                               |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 3. Only focus on skill   | The table tennis player won't be able to think about extra tactics / how to disguise play                 |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 4. Conscious thought     | Player will have to think about how to perform the serve  |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 5. Jerky / lacks fluency | Players movements when returning a serve could be jerky / lack fluency / have poor timing / uncoordinated |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 6. Motor programme       | Motor programme <b>starts</b> to form for a serve   |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 7. Mental image          | Needs to create a mental picture of how to serve  |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |
| 8. Inconsistent          | Table tennis serve will be inconsistent   |   |   |                    |  |                      |   |                        |   |                      |  |                          |   |                    |   |                 |  |                 |   |         |  |

### Mark Scheme

| Question                    |   |    | Answer/Indicative content  | Marks                 | Guidance   |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
|-----------------------------|---|----|--|-----------------------|--|------------|---|------------------|--|--------------|--|------------------|---|-----------|-------------------------------------|-----------------|--|--------------------------|---|-----------------------------|--|---------|--|
|                             |   | ii | <p>Two marks from:</p> <table><tr><td>1. Incorrect</td><td>The visual display might be incorrect / unclear</td></tr><tr><td>2. Unaware</td><td>The performer might think that they are doing the same movement even though they are not</td></tr><tr><td>3. Demonstration</td><td>The demo may be too detailed / too hard for the performer to make sense of</td></tr><tr><td>4. Too quick</td><td>The demo might be too quick for the performer to follow / copy</td></tr><tr><td>5. Coach ability</td><td>The coach may not be able to show an accurate demonstration</td></tr><tr><td>6. Static</td><td>Static displays lose impact quickly</td></tr><tr><td>7. Lack of cues</td><td>Lack of verbal cues may mean the performer does not focus on the appropriate coaching points</td></tr><tr><td>8. Lack of understanding</td><td>Performer might need verbal guidance to describe how to reproduce the action<br/>Or performer might not understand how to reproduce the action</td></tr><tr><td>9. Danger / lack confidence</td><td>The skill might be too complex / dangerous<br/>Or the performer might need manual / mechanical guidance</td></tr></table> | 1. Incorrect          | The visual display might be incorrect / unclear  | 2. Unaware | The performer might think that they are doing the same movement even though they are not                          | 3. Demonstration | The demo may be too detailed / too hard for the performer to make sense of | 4. Too quick | The demo might be too quick for the performer to follow / copy | 5. Coach ability | The coach may not be able to show an accurate demonstration | 6. Static | Static displays lose impact quickly | 7. Lack of cues | Lack of verbal cues may mean the performer does not focus on the appropriate coaching points | 8. Lack of understanding | Performer might need verbal guidance to describe how to reproduce the action<br>Or performer might not understand how to reproduce the action | 9. Danger / lack confidence | The skill might be too complex / dangerous<br>Or the performer might need manual / mechanical guidance | 2 (AO3) | Accept 1 <sup>st</sup> two points only |
| 1. Incorrect                | The visual display might be incorrect / unclear   |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 2. Unaware                  | The performer might think that they are doing the same movement even though they are not  |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 3. Demonstration            | The demo may be too detailed / too hard for the performer to make sense of  |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 4. Too quick                | The demo might be too quick for the performer to follow / copy  |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 5. Coach ability            | The coach may not be able to show an accurate demonstration   |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 6. Static                   | Static displays lose impact quickly   |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 7. Lack of cues             | Lack of verbal cues may mean the performer does not focus on the appropriate coaching points  |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 8. Lack of understanding    | Performer might need verbal guidance to describe how to reproduce the action<br>Or performer might not understand how to reproduce the action |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 9. Danger / lack confidence | The skill might be too complex / dangerous<br>Or the performer might need manual / mechanical guidance  |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
|                             | b   | i  | <p>One mark from:</p> <table><tr><td>1. Bilateral transfer</td><td>A footballer learning to pass the ball with their left foot when they have already learnt to pass with their right foot.</td></tr></table>  | 1. Bilateral transfer | A footballer learning to pass the ball with their left foot when they have already learnt to pass with their right foot. | 1 (AO2)    | Accept any e.g. of bilateral transfer - Where the learning of one skill is transferred from one limb to the other |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |
| 1. Bilateral transfer       | A footballer learning to pass the ball with their left foot when they have already learnt to pass with their right foot.                      |    |  |                       |  |            |   |                  |  |              |  |                  |   |           |                                     |                 |  |                          |   |                             |  |         |  |

### Mark Scheme

| Question                          |  |     | Answer/Indicative content   | Marks                | Guidance  |                                   |  |              |   |                |  |                             |   |         |  |
|-----------------------------------|--|-----|---|----------------------|---|-----------------------------------|--|--------------|---|----------------|--|-----------------------------|---|---------|--|
|                                   |  | ii  | One mark from:<br><br><table border="1"><tr><td>1. Negative transfer</td><td>A squash player who takes up tennis might find it difficult to flick their wrist during a shot.</td></tr></table>  | 1. Negative transfer | A squash player who takes up tennis might find it difficult to flick their wrist during a shot. | 1 (AO2)                           | Accept any suitable example  |              |   |                |  |                             |   |         |  |
| 1. Negative transfer              | A squash player who takes up tennis might find it difficult to flick their wrist during a shot.  |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |
|                                   |  | iii | Two marks from:<br><br><table border="1"><tr><td>1. Well learnt</td><td>Make sure the first skill is well learnt.</td></tr><tr><td>2. Understand stimulus / response</td><td>Make sure performers understand when the new skill should be performed / when a similar stimulus requires a different response<br/>Or<br/>Draw the performer's attention to the differences in the response<br/>Or<br/>Ensure the performer knows the differences between the skills / required response</td></tr><tr><td>3. Game like</td><td>Making sure the practices are true to life / match the game / competition situation</td></tr><tr><td>4. Progressive</td><td>Build progressively as too many sub-routines may confuse the performer<br/>Or<br/>Don't introduce too many new movement patterns at once</td></tr><tr><td>5. Avoid conflicting skills</td><td>Avoid teaching / performer practicing skills together that are similar / might cause confusion<br/>Or<br/>Don't teach conflicting skills at the same time</td></tr></table> | 1. Well learnt       | Make sure the first skill is well learnt.   | 2. Understand stimulus / response | Make sure performers understand when the new skill should be performed / when a similar stimulus requires a different response<br>Or<br>Draw the performer's attention to the differences in the response<br>Or<br>Ensure the performer knows the differences between the skills / required response | 3. Game like | Making sure the practices are true to life / match the game / competition situation | 4. Progressive | Build progressively as too many sub-routines may confuse the performer<br>Or<br>Don't introduce too many new movement patterns at once | 5. Avoid conflicting skills | Avoid teaching / performer practicing skills together that are similar / might cause confusion<br>Or<br>Don't teach conflicting skills at the same time | 2 (AO1) |  |
| 1. Well learnt                    | Make sure the first skill is well learnt.  |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |
| 2. Understand stimulus / response | Make sure performers understand when the new skill should be performed / when a similar stimulus requires a different response<br>Or<br>Draw the performer's attention to the differences in the response<br>Or<br>Ensure the performer knows the differences between the skills / required response |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |
| 3. Game like                      | Making sure the practices are true to life / match the game / competition situation  |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |
| 4. Progressive                    | Build progressively as too many sub-routines may confuse the performer<br>Or<br>Don't introduce too many new movement patterns at once   |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |
| 5. Avoid conflicting skills       | Avoid teaching / performer practicing skills together that are similar / might cause confusion<br>Or<br>Don't teach conflicting skills at the same time  |     |   |                      |   |                                   |  |              |   |                |  |                             |   |         |  |

# Mark Scheme

| Question                            |   | Answer/Indicative content   | Marks                 | Guidance  |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
|-------------------------------------|---|---|-----------------------|---|---------------------------|---|-------------------------|---|-------------------------|---|----------------------------------|---|---------------------------|---|--------------------------|---|-------------------------------------|--|---------------|---|---------|---|
|                                     | c   | <p>Five marks from:</p> <table><tr><td>1. Deep consideration</td><td>How deeply we consider information determines how long the memory lasts</td></tr><tr><td>2. 1st level – structural</td><td>First / structural level involves paying attention to what the information looks like</td></tr><tr><td>3. 2nd level – phonetic</td><td>The second level is phonetic / acoustic which refers to processing sounds</td></tr><tr><td>4. 3rd level – semantic</td><td>The third level is semantic which considers the actual meaning of the information</td></tr><tr><td>5. Shallow – not much processing</td><td>First and second / structural and phonetic levels are shallow <b>because</b> they don't involve much processing</td></tr><tr><td>6. Deep - more processing</td><td>The third / semantic level is deep <b>because</b> it involves more processing</td></tr><tr><td>7. More processing = LTM</td><td>The deeper the processing the more likely the information will be retained / stored in LTM / the longer the memory trace.</td></tr><tr><td>8. Less processing = less retention</td><td>The shallower the processing / memory trace the less likely the information will be retained / stored in LTM</td></tr><tr><td>9. Remembered</td><td>Information is remembered if it has meaning / is understood / has been considered / has personal relevance / is interesting / is exciting</td></tr></table> | 1. Deep consideration | How deeply we consider information determines how long the memory lasts | 2. 1st level – structural | First / structural level involves paying attention to what the information looks like | 3. 2nd level – phonetic | The second level is phonetic / acoustic which refers to processing sounds | 4. 3rd level – semantic | The third level is semantic which considers the actual meaning of the information | 5. Shallow – not much processing | First and second / structural and phonetic levels are shallow <b>because</b> they don't involve much processing | 6. Deep - more processing | The third / semantic level is deep <b>because</b> it involves more processing | 7. More processing = LTM | The deeper the processing the more likely the information will be retained / stored in LTM / the longer the memory trace. | 8. Less processing = less retention | The shallower the processing / memory trace the less likely the information will be retained / stored in LTM | 9. Remembered | Information is remembered if it has meaning / is understood / has been considered / has personal relevance / is interesting / is exciting | 5 (AO1) | <p>Credit BOD for 'words' as alternative to information</p> <p><b>Accept</b> opposites for pt 9</p> |
| 1. Deep consideration               | How deeply we consider information determines how long the memory lasts   |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 2. 1st level – structural           | First / structural level involves paying attention to what the information looks like   |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 3. 2nd level – phonetic             | The second level is phonetic / acoustic which refers to processing sounds   |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 4. 3rd level – semantic             | The third level is semantic which considers the actual meaning of the information   |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 5. Shallow – not much processing    | First and second / structural and phonetic levels are shallow <b>because</b> they don't involve much processing                           |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 6. Deep - more processing           | The third / semantic level is deep <b>because</b> it involves more processing   |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 7. More processing = LTM            | The deeper the processing the more likely the information will be retained / stored in LTM / the longer the memory trace.                 |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 8. Less processing = less retention | The shallower the processing / memory trace the less likely the information will be retained / stored in LTM                              |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |
| 9. Remembered                       | Information is remembered if it has meaning / is understood / has been considered / has personal relevance / is interesting / is exciting |   |                       |   |                           |   |                         |   |                         |   |                                  |   |                           |   |                          |   |                                     |  |               |   |         |   |

Mark Scheme

| Question |   |   | Answer/Indicative content  | Marks   | Guidance                       |
|----------|---|---|--|---------|--------------------------------|
|          | d | i | <div>Two marks from:<div><div><div>1.<br/>Whole<br/>practice<br/>example</div><div>A coach teaching a basketball player how to do the entire lay-up skill together</div></div><div><div>2.<br/>Varied<br/>practice<br/>example</div><div>A hockey team practicing a short corner with the defenders responding in different ways / in a changing environment</div></div></div></div> | 2 (AO2) | Accept other suitable examples |



# Mark Scheme

| Question   |   |    | Answer/Indicative content   | Marks                | Guidance             |                                     |   |  |   |   |  |  |   |  |   |         |   |
|--|---|----|---|----------------------|----------------------|-------------------------------------|---|--|---|---|--|--|---|--|---|---------|---|
|  |   | ii | <p>Four marks from:<br/>Whole practice:</p> <table><tr><th>Positive (Sub-max 1)</th><th>Negative (Sub-max 1)</th></tr><tr><td>1. Experience true kinesthetic feel</td><td>9. Hard for a beginner to grasp a whole skill at once</td></tr><tr><td>2. Transfer to real situation / end product more likely to be positive</td><td>10. If a beginner is struggling then the skill needs to be broken down to make progress</td></tr><tr><td>3. Increase fluency / timing of the skill</td><td>11. Too advanced / complicated for some young performers</td></tr><tr><td>4. Performer has better grasp of the relationship between the parts of the skill</td><td>12. Hard to isolate problem areas when following the whole approach</td></tr><tr><td>5. Useful for fast actions / discrete skills / skills with high organisation (as</td><td>13. Some skills are too dangerous to learn as a whole</td></tr></table> | Positive (Sub-max 1) | Negative (Sub-max 1) | 1. Experience true kinesthetic feel | 9. Hard for a beginner to grasp a whole skill at once | 2. Transfer to real situation / end product more likely to be positive | 10. If a beginner is struggling then the skill needs to be broken down to make progress | 3. Increase fluency / timing of the skill | 11. Too advanced / complicated for some young performers | 4. Performer has better grasp of the relationship between the parts of the skill | 12. Hard to isolate problem areas when following the whole approach | 5. Useful for fast actions / discrete skills / skills with high organisation (as | 13. Some skills are too dangerous to learn as a whole | 4 (AO3) | <p>Candidate must cover a positive and negative point for each practice type</p> <p>Sub-max 1: pts 1-8</p> <p>Sub-max 1: pts 9 – 15</p> <p>Sub-max 1: pts 16 – 19</p> <p>Sub-max 1: pts 20 - 22</p> |
| Positive (Sub-max 1)   | Negative (Sub-max 1)  |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |
| 1. Experience true kinesthetic feel  | 9. Hard for a beginner to grasp a whole skill at once                                   |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |
| 2. Transfer to real situation / end product more likely to be positive           | 10. If a beginner is struggling then the skill needs to be broken down to make progress |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |
| 3. Increase fluency / timing of the skill  | 11. Too advanced / complicated for some young performers                                |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |
| 4. Performer has better grasp of the relationship between the parts of the skill | 12. Hard to isolate problem areas when following the whole approach                     |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |
| 5. Useful for fast actions / discrete skills / skills with high organisation (as | 13. Some skills are too dangerous to learn as a whole                                   |    |   |                      |                      |                                     |   |  |   |   |  |  |   |  |   |         |   |

## Mark Scheme

| Question |  |  | Answer/Indicative content   |   | Marks | Guidance |
|----------|--|--|---|---|-------|----------|
|          |  |  | very difficult break down into parts)   |   |       |          |
|          |  |  | 6. Skill can be learned quickly   | 14. Some skills are too complex to learn as a whole / too much information to process |       |          |
|          |  |  | 7. Helps learner to establish a clear mental picture of the full skill  | 15. Progress can be slow / can lower confidence / motivation                          |       |          |
|          |  |  | 8. Enables experts to work at their level   |   |       |          |
|          |  |  | Varied practice:  |   |       |          |
|          |  |  | Positive (Sub-max 1)  | Negative (Sub-max 1)  |       |          |
|          |  |  | 16. Enables performer to experience a range of situations / decisions, which they are likely to in the real situation | 20. Not helpful for closed skills as the environment is more stable                   |       |          |
|          |  |  | 17. The variety of scenarios  | 21. May overwhelm / confuse beginners   |       |          |

## Mark Scheme

| Question |  |  | Answer/Indicative content   |   | Marks | Guidance |
|----------|--|--|---|---|-------|----------|
|          |  |  | enables the performer to be able to adapt when new ones arise   |   |       |          |
|          |  |  | 18. Necessary for open skills (as in the real situation the skills will not always be performed under the same conditions.) | 22. Basic techniques / skills need to be learned before varied practice is used |       |          |
|          |  |  | 19. Prevents boredom<br>Or stimulates interest / motivation   |   |       |          |
|          |  |  | Total   |   | 20    |          |

### Mark Scheme

| Question                                |   |  | Answer/Indicative content  | Marks        | Guidance   |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
|---|---|--|--|--------------|--|--------------|---|------------------|---|-----------------|--|---|---|----------------|--|----------|---|---------|--|
| 7                                       | a   |  | <p>Four marks from:</p> <table><tr><td>1. Dangerous</td><td>When the situation is dangerous the group might just need to be told what to do to ensure safety</td></tr><tr><td>2. Beginners</td><td>When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions</td></tr><tr><td>3. Time pressure</td><td>When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best</td></tr><tr><td>4. Large groups</td><td>When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective</td></tr><tr><td>5. Leaders personality is authoritarian</td><td>An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully</td></tr><tr><td>6. Male leader</td><td>Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best</td></tr><tr><td>7. Young</td><td>A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process / understand the</td></tr></table> | 1. Dangerous | When the situation is dangerous the group might just need to be told what to do to ensure safety | 2. Beginners | When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions | 3. Time pressure | When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best | 4. Large groups | When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective | 5. Leaders personality is authoritarian | An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully | 6. Male leader | Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best | 7. Young | A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process / understand the | 4 (AO3) | Candidates need to analyse when an autocratic approach may be best – not just state when<br>e.g. stating 'for males' is not an analysis – they need to show some understanding of why the situation they identify requires an autocratic approach. |
| 1. Dangerous                            | When the situation is dangerous the group might just need to be told what to do to ensure safety  |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 2. Beginners                            | When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions                   |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 3. Time pressure                        | When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best   |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 4. Large groups                         | When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective  |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 5. Leaders personality is authoritarian | An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 6. Male leader                          | Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best  |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |
| 7. Young                                | A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process / understand the   |  |  |              |  |              |   |                  |   |                 |  |   |   |                |  |          |   |         |  |

### Mark Scheme

| Question               |   |  | Answer/Indicative content   |   | Marks      | Guidance                    |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
|------------------------|---|--|---|---|------------|-----------------------------|-------|--|------------------------|---|----------------------|---|--------------|---|--------------|--|-----------|---|------------|---|----------|---|----------|--|-----|----------------------------|---------|--|
|                        |   |  |   | requirements  |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
|                        |   |  | 8. Male group   | Males prefer an autocratic leader so if the group is predominantly male the leader may get a better response by following an autocratic style |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
|                        |   |  | 9. Group members prefer autocratic  | Autocratic approach might be best when the group want the leader to be autocratic   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
|                        | b   |  | Six marks from:<br><br><table><tr><td>1. Arousal</td><td>Increase her arousal levels</td></tr><tr><td>2. DR</td><td>Increase likelihood of dominant response</td></tr><tr><td>3. Social facilitation</td><td>Positive effect / improve her performance / social facilitation</td></tr><tr><td>4. Social inhibition</td><td>Negative effect on her performance / hinder performance / social inhibition</td></tr><tr><td>5. Extrovert</td><td>If she is an extrovert then the audience may have a positive effect</td></tr><tr><td>6. Introvert</td><td>If she is an introvert the audience may have a negative effect</td></tr><tr><td>7. Simple</td><td>If the skill is a simple skill then the audience may have a positive effect</td></tr><tr><td>8. Complex</td><td>If the skill is a complex skill the audience may have a negative effect</td></tr><tr><td>9. Gross</td><td>If she is performing a gross skill then the audience may have a positive effect</td></tr><tr><td>10. Fine</td><td>If she is performing a fine skill then the audience may have a negative effect</td></tr><tr><td>11.</td><td>She is semi-professional /</td></tr></table> |   | 1. Arousal | Increase her arousal levels | 2. DR | Increase likelihood of dominant response | 3. Social facilitation | Positive effect / improve her performance / social facilitation | 4. Social inhibition | Negative effect on her performance / hinder performance / social inhibition | 5. Extrovert | If she is an extrovert then the audience may have a positive effect | 6. Introvert | If she is an introvert the audience may have a negative effect | 7. Simple | If the skill is a simple skill then the audience may have a positive effect | 8. Complex | If the skill is a complex skill the audience may have a negative effect | 9. Gross | If she is performing a gross skill then the audience may have a positive effect | 10. Fine | If she is performing a fine skill then the audience may have a negative effect | 11. | She is semi-professional / | 6 (AO3) |  |
| 1. Arousal             | Increase her arousal levels   |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 2. DR                  | Increase likelihood of dominant response  |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 3. Social facilitation | Positive effect / improve her performance / social facilitation                 |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 4. Social inhibition   | Negative effect on her performance / hinder performance / social inhibition     |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 5. Extrovert           | If she is an extrovert then the audience may have a positive effect             |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 6. Introvert           | If she is an introvert the audience may have a negative effect                  |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 7. Simple              | If the skill is a simple skill then the audience may have a positive effect     |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 8. Complex             | If the skill is a complex skill the audience may have a negative effect         |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 9. Gross               | If she is performing a gross skill then the audience may have a positive effect |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 10. Fine               | If she is performing a fine skill then the audience may have a negative effect  |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |
| 11.                    | She is semi-professional /  |  |   |   |            |                             |       |  |                        |   |                      |   |              |   |              |  |           |   |            |   |          |   |          |  |     |                            |         |  |

### Mark Scheme

| Question |   |   | Answer/Indicative content  | Marks   | Guidance |
|----------|---|---|--|---------|----------|
|          |   |   | <div>Semi professional expert so should have the correct / automatic dominant response so the increased arousal should facilitate her performance</div> <div>12. Evaluation apprehension Evaluation apprehension may occur as the talent scout / crowd would be assessing / judging her</div> <div>13. Home field effect Playing at home may help improve her performance<br/>Or she could feel more pressure playing at home not wanting to let the home fans down and play worse</div> <div>14. Proximity effect If the crowd are very close to the pitch side, which may be the case as a semiprofessional game, then this may facilitate or inhibit her performance</div> <div>15. Distraction conflict theory The audience provides another stimulus which will compete for the footballers attention which could have an effect on her performance</div> <div>16. Size of crowd A smaller crowd would affect her less<br/>Or a larger crowd (if it was a big game) would affect her more</div> |         |          |
|          | c | i | <p>One mark from:</p> <div> <div>1.</div> <div>Negative emotional state associated with stress / (over) arousal<br/>Or feelings of worry / unease / apprehension<br/>Or being threatened</div> </div>  | 1 (AO1) |          |

### Mark Scheme

| Question |  |     | Answer/Indicative content   | Marks | Guidance                                      |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
|----------|--|-----|---|-------|---|----|--|----|-----------------|---------|--|----|---|----|---------------------|----|-------------------------|----|----------------------------|----|--|-----|--------------------------|---------|--|
|          |  | ii  | Two marks from:<br><table><tr><td>1.</td><td>Global / general predisposition to be anxious</td></tr><tr><td>2.</td><td>Stable / enduring / continuous anxiety</td></tr><tr><td>3.</td><td>Innate anxiety</td></tr></table>  | 1.    | Global / general predisposition to be anxious | 2. | Stable / enduring / continuous anxiety | 3. | Innate anxiety  | 2 (AO1) | Accept any alternate word for anxiety e.g. worry / nervous |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 1.       | Global / general predisposition to be anxious      |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 2.       | Stable / enduring / continuous anxiety             |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 3.       | Innate anxiety                                     |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
|          |  | iii | Two marks from:<br>Cognitive anxiety – Sub-max 1<br><table><tr><td>1.</td><td>Nervousness</td></tr><tr><td>2.</td><td>Worry / apprehension</td></tr><tr><td>3.</td><td>Disturbed sleep</td></tr><tr><td>4.</td><td>Self-doubt / negative thoughts</td></tr></table><br>Somatic anxiety – Sub-max 1<br><table><tr><td>5.</td><td>Increased pulse / heart rate / adrenaline</td></tr><tr><td>6.</td><td>Tension / headaches</td></tr><tr><td>7.</td><td>Sweating / clammy hands</td></tr><tr><td>8.</td><td>Increased respiratory rate</td></tr><tr><td>9.</td><td>Butterflies / feel sick / constant need to urinate</td></tr><tr><td>10.</td><td>Increased blood pressure</td></tr></table> | 1.    | Nervousness                                   | 2. | Worry / apprehension                   | 3. | Disturbed sleep | 4.      | Self-doubt / negative thoughts                             | 5. | Increased pulse / heart rate / adrenaline | 6. | Tension / headaches | 7. | Sweating / clammy hands | 8. | Increased respiratory rate | 9. | Butterflies / feel sick / constant need to urinate | 10. | Increased blood pressure | 2 (AO2) | Sub-max one mark for cognitive anxiety<br><br>Sub-max one mark for somatic anxiety |
| 1.       | Nervousness  |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 2.       | Worry / apprehension                               |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 3.       | Disturbed sleep                                    |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 4.       | Self-doubt / negative thoughts                     |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 5.       | Increased pulse / heart rate / adrenaline          |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 6.       | Tension / headaches                                |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 7.       | Sweating / clammy hands                            |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 8.       | Increased respiratory rate                         |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 9.       | Butterflies / feel sick / constant need to urinate |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |
| 10.      | Increased blood pressure                           |     |   |       |   |    |  |    |                 |         |  |    |   |    |                     |    |                         |    |                            |    |  |     |                          |         |  |

### Mark Scheme

| Question      |  |    | Answer/Indicative content   | Marks        | Guidance   |            |  |              |   |               |   |           |  |         |  |
|---------------|--|----|---|--------------|--|------------|--|--------------|---|---------------|---|-----------|--|---------|--|
|               | d  | i  | <p>Three marks from:</p> <table><tr><td>1.</td><td>Frustration develops when goal-directed behaviour is blocked</td></tr><tr><td>2.</td><td>Frustration always leads to aggression</td></tr><tr><td>3.</td><td>If the individual successfully releases the aggression it leads to a cathartic feeling / feels good</td></tr><tr><td>4.</td><td>If they do not release the aggression / are punished for aggression then this leads to more frustration (which can further increase aggression)</td></tr><tr><td>5.</td><td>Interactionist view says that the frustration generated by the environmental triggers an aggressive gene</td></tr></table>   | 1.           | Frustration develops when goal-directed behaviour is blocked | 2.         | Frustration always leads to aggression   | 3.           | If the individual successfully releases the aggression it leads to a cathartic feeling / feels good | 4.            | If they do not release the aggression / are punished for aggression then this leads to more frustration (which can further increase aggression) | 5.        | Interactionist view says that the frustration generated by the environmental triggers an aggressive gene | 3 (AO1) | Accept points made through practical examples                      |
| 1.            | Frustration develops when goal-directed behaviour is blocked   |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 2.            | Frustration always leads to aggression   |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 3.            | If the individual successfully releases the aggression it leads to a cathartic feeling / feels good  |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 4.            | If they do not release the aggression / are punished for aggression then this leads to more frustration (which can further increase aggression)  |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 5.            | Interactionist view says that the frustration generated by the environmental triggers an aggressive gene   |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
|               |  | ii | <p>Two marks from:<br/>Strengths – Sub-max 1</p> <table><tr><td>1. Realistic</td><td>More realistic than instinct theory</td></tr><tr><td>2. Evident</td><td>Can see it happening in sport when an individual is blocked from achieving their aim<br/>Or<br/>Evidence of it happening in sport<br/>Or<br/>Frustration can be seen to lead to aggression</td></tr><tr><td>3. Catharsis</td><td>You do get a sense of catharsis once frustration is released as aggression</td></tr><tr><td>4. F – A Link</td><td>Acknowledge a link between frustration and aggression</td></tr><tr><td>5. Manage</td><td>Could be useful to help coaches (managers / other players) to manage aggression in certain players</td></tr></table> | 1. Realistic | More realistic than instinct theory                          | 2. Evident | Can see it happening in sport when an individual is blocked from achieving their aim<br>Or<br>Evidence of it happening in sport<br>Or<br>Frustration can be seen to lead to aggression | 3. Catharsis | You do get a sense of catharsis once frustration is released as aggression                          | 4. F – A Link | Acknowledge a link between frustration and aggression   | 5. Manage | Could be useful to help coaches (managers / other players) to manage aggression in certain players       | 2 (AO1) | Sub-max one mark for strength<br><br>Sub-max one mark for weakness |
| 1. Realistic  | More realistic than instinct theory  |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 2. Evident    | Can see it happening in sport when an individual is blocked from achieving their aim<br>Or<br>Evidence of it happening in sport<br>Or<br>Frustration can be seen to lead to aggression |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 3. Catharsis  | You do get a sense of catharsis once frustration is released as aggression   |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 4. F – A Link | Acknowledge a link between frustration and aggression  |    |   |              |  |            |  |              |   |               |   |           |  |         |  |
| 5. Manage     | Could be useful to help coaches (managers / other players) to manage aggression in certain players   |    |   |              |  |            |  |              |   |               |   |           |  |         |  |



### Mark Scheme

| Question       |   |  | Answer/Indicative content  | Marks  | Guidance                                       |                |   |               |  |             |   |               |   |  |  |
|----------------|---|--|--|--------|--|----------------|---|---------------|--|-------------|---|---------------|---|--|--|
|                |   |  | <p>Weaknesses – Sub-max 1</p> <table><tr><td>6. NOT</td><td>Frustration does not always lead to aggression</td></tr><tr><td>7. environment</td><td>Aggression can occur without any frustration being present<br/>Or<br/>Doesn't take into account different environments / circumstances / aggression can be socially learned</td></tr><tr><td>8. Unpunished</td><td>Unpunished aggression does not always lead to catharsis<br/>Or<br/>Aggression isn't always satisfying / can lead to regret</td></tr><tr><td>9. Instinct</td><td>Doesn't take into account those born with aggressive traits</td></tr><tr><td>10. Motivated</td><td>Not everyone becomes frustrated when goal directed behavior is blocked<br/>Or<br/>Some become motivated instead of frustrated</td></tr></table> | 6. NOT | Frustration does not always lead to aggression | 7. environment | Aggression can occur without any frustration being present<br>Or<br>Doesn't take into account different environments / circumstances / aggression can be socially learned | 8. Unpunished | Unpunished aggression does not always lead to catharsis<br>Or<br>Aggression isn't always satisfying / can lead to regret | 9. Instinct | Doesn't take into account those born with aggressive traits | 10. Motivated | Not everyone becomes frustrated when goal directed behavior is blocked<br>Or<br>Some become motivated instead of frustrated |  |  |
| 6. NOT         | Frustration does not always lead to aggression  |  |  |        |  |                |   |               |  |             |   |               |   |  |  |
| 7. environment | Aggression can occur without any frustration being present<br>Or<br>Doesn't take into account different environments / circumstances / aggression can be socially learned |  |  |        |  |                |   |               |  |             |   |               |   |  |  |
| 8. Unpunished  | Unpunished aggression does not always lead to catharsis<br>Or<br>Aggression isn't always satisfying / can lead to regret  |  |  |        |  |                |   |               |  |             |   |               |   |  |  |
| 9. Instinct    | Doesn't take into account those born with aggressive traits   |  |  |        |  |                |   |               |  |             |   |               |   |  |  |
| 10. Motivated  | Not everyone becomes frustrated when goal directed behavior is blocked<br>Or<br>Some become motivated instead of frustrated   |  |  |        |  |                |   |               |  |             |   |               |   |  |  |
|                |   |  | Total  | 20     |  |                |   |               |  |             |   |               |   |  |  |

### Mark Scheme

| Question | Answer/Indicative content  | Marks                              | Guidance  |
|----------|--|------------------------------------|---|
| 8        | <p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>• detailed knowledge and excellent understanding (AO1)</li> <li>• well-argued judgements which are well supported by relevant practical examples (AO2)</li> <li>• detailed analysis and critical evaluation (AO3)</li> <li>• very accurate use of technical and specialist vocabulary</li> <li>• there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.</li> </ul> <p><b>Level 2 (5–7 marks)</b></p> <ul style="list-style-type: none"> <li>• good knowledge and clear understanding (AO1)</li> <li>• judgements will be present but may not always be supported by relevant practical examples (AO2)</li> <li>• good analysis and critical evaluation (AO3)</li> <li>• generally accurate use of technical and specialist vocabulary</li> <li>• there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.</li> </ul> <p><b>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>• satisfactory knowledge and understanding (AO1)</li> <li>• occasional judgement but often unsupported by relevant practical examples (AO2)</li> <li>• limited evidence of analysis and critical evaluation (AO3)</li> <li>• technical and specialist vocabulary used with limited success</li> <li>• the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the</li> </ul> | <p>10 (AO1 x3, AO2 x3, AO3 x4)</p> | <p><b>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Detailed explanation of how an individual may learn a new skill according to Bandura's theory</li> <li>• Reference to all four stages</li> <li>• Relevant sporting examples throughout the answer</li> <li>• Good discussion of how observation of others impacts on attitude formation.</li> <li>• AO1, AO2 and AO3 all covered well in this level</li> </ul> <p><b>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Good explanation of how an individual may learn a new skill according to Bandura's theory.</li> <li>• Reference to most stages of this model, at the top of this level likely to be 3/4 stages covered, at the bottom of this level 2/3 stages covered</li> <li>• Some sporting examples throughout answer</li> <li>• Some discussion of how observation of others impacts attitudes but this may be quite basic at the bottom of this level</li> </ul> <p>Or, at the bottom of this level there may be no discussion of attitude formation but more detailed explanation of the stages with some examples</p> <ul style="list-style-type: none"> <li>• Maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.</li> </ul> <p><b>At Level 1 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>• Satisfactory explanation of how an individual may learn a skill according to Bandura's theory</li> <li>• Reference to some stages of the model, at the top of this band there should be reference to two stages</li> <li>• At the top of this level, some attempts at providing sporting examples</li> </ul> |

## Mark Scheme

| Question |  |  | Answer/Indicative content   | Marks | Guidance  |
|----------|--|--|---|-------|---|
|          |  |  | <p>evidence may not be clear.</p> <p>(0 marks) No response or no response worthy of credit.</p> |       | <ul style="list-style-type: none"> <li>• Limited discussion of formation of attitudes</li> <li>• Candidate may only attempt to answer one part of the question</li> <li>• Maximum of 3 marks to be awarded for AO1 with no application</li> </ul> <p>'Maximum of 3 marks to be awarded for AO1<br/>Maximum of 3 marks to be awarded for AO2<br/>Maximum of 4 marks to be awarded for AO3'</p> <p>'Credit diagram of model as AO1 as covered below'</p> <p><b>AO1 – KU</b></p> <ol style="list-style-type: none"> <li>1. Bandura states learn through watching and copying / modelling</li> <li>2. Observation Or the individual must watch the demonstration</li> </ol> <p><b>Attention</b></p> <ol style="list-style-type: none"> <li>3. <b>Attention</b> (first process identified in Bandura's theory of observational learning.)</li> <li>4. In order for an individual to be able to copy a demonstration they must focus on the demonstration</li> <li>5. They must focus on the important cues/ cueing</li> </ol> <p><b>Retention</b></p> <ol style="list-style-type: none"> <li>6. <b>Retention</b> (second process identified in Bandura's theory of observational learning.)</li> <li>7. The performer must remember the image of the demonstration in order to copy it</li> </ol> <p><b>Motor reproduction</b></p> <ol style="list-style-type: none"> <li>8. <b>Motor reproduction</b> (third process identified in Bandura's theory of observational learning.)</li> <li>9. The performer must have the physical ability to be able to copy the skill</li> <li>10. The performer must have the mental understanding to be able to copy the skill</li> </ol> |

## Mark Scheme

| Question |  |  | Answer/Indicative content | Marks | Guidance   |
|----------|--|--|---------------------------|-------|--|
|          |  |  |                           |       | <p><b>Motivation</b></p> <p>11. Motivation (fourth/final process identified in Bandura's theory of observational learning.)</p> <p>12. In order for the performer to copy the demonstration they must be motivated /have the drive / desire to copy the skill</p> <p><b>Impact on individuals formation of attitudes</b></p> <p>13. Attitude definition -<br/> "a predisposition to act in a certain way towards something or someone" Or "a learned emotional and behavioural response to a stimulus / situation"</p> <ul style="list-style-type: none"> <li>• Can be positive or negative</li> </ul> <p>14. (Social Learning) Just as observing helps an individual learn a skill, observing can also impact on / influence formation of an individual's attitude.</p> <p>15. Attitudes can be formed though observing parents / peers / family / socialisation / upbringing / social / cultural norms</p> <p>16. Attitudes can be formed through Media (watching tv / reading newspaper etc)</p> <p>17. We learn our attitudes from watching significant others</p> <p>18. We learn attitudes from watching people who are similar to us</p> <p>19. (Reinforced) If the model's attitudes are seen to be reinforced by others then the individual is more likely to form similar attitudes</p> <p>20. (Appropriateness) If the model is seen to have an attitude/ behaviour that is appropriate to social norms then it is more likely to be copied</p> <p><b>(Linking Bandura's model to attitude)</b><br/> Candidates MAY refer to the points below (but don't have to as they might cover the 2<sup>nd</sup> part of the answer in points 1 to 20 above)</p> <p>21. Attention – if the learner pays attention to the attitudes a model demonstrates then they are more likely to copy it</p> <p>22. Retention - If the learner is able to remember the attitude they saw</p> |

## Mark Scheme

| Question |  |  | Answer/Indicative content | Marks | Guidance  |
|----------|--|--|---------------------------|-------|---|
|          |  |  |                           |       | <p>displayed then they are more likely to copy it</p> <p>23. Motor reproduction - The learner must have the mental maturity to understand the attitude in order to be able to replicate it</p> <p>24. Motivation - The learner must be motivated and have the desire to copy the attitude</p> <p><b>AO2 – E.G.</b></p> <p>2. e.g. the hockey player must watch the demonstration of the hit</p> <p><b>Attention</b></p> <p>4. e.g. If a coach is showing a netball player how to shoot they player must focus on the demonstration carefully</p> <p>e.g. more attention may be paid to a county footballer doing a demonstration of shooting than of a fellow school player</p> <p>5. e.g. the coach will highlight the cues and coaching points and the player must watch carefully in order to be able to copy it</p> <p><b>Retention</b></p> <p>7. e.g. the performer must remember the image of the free throw in order to be able to copy it.</p> <p>e.g. the performer could mentally rehearse/ imagine themselves performing the golf swing</p> <p><b>Motor reproduction</b></p> <p>9. e.g. the gymnast must be physically strong enough to be able to lift themselves on the bars</p> <p>10. e.g. the basketballer needs to understand how to apply zone defence to be able to copy it</p> <p><b>Motivation</b></p> <p>12. e.g. if a young girl sees another young girl complete a tumbling routine the girl might be very motivated to copy it</p> <p>e.g. if a teacher praises an older</p> |

## Mark Scheme

| Question |  |  | Answer/Indicative content | Marks | Guidance  |
|----------|--|--|---------------------------|-------|---|
|          |  |  |                           |       | <p>student for performing a badminton smash well this may make the younger observer more motivated to copy it</p> <p><b>Impact on individuals formation of attitudes</b></p> <p>13. e.g. exercise is fun and good for you<br/>e.g. playing rugby is just for boys</p> <p>15. e.g. if parents like sport/ play sport you are likely to be motivated to have a positive attitude towards sport too.<br/>e.g. if your friends think sport is cool and take part in sport you are more likely to be motivated to have a similar attitude towards it.</p> <p>16. e.g. if the media reinforce an attitude towards sport/ a sports performers actions you may be more motivated to copy</p> <p>18. e.g. you have a positive attitude towards fitness training because the rest of your U16 team like it</p> <p>e.g. a male being aggressive is more likely to be copied by male observers</p> <p>20. e.g. a girl showing a positive attitude towards dancing this means a girl is more likely to to copy it as this fits with societies norms.</p> <p><b>(Linking Bandura's model to attitude)</b><br/><b>Candidates MAY refer to the points below (but don't have to as they might cover the 2<sup>nd</sup> part of the answer in points 1 to 20 above)</b></p> <p>21. e.g. a coach demonstrates healthy eating and the learner pays attention to what they eat<br/>e.g. a younger team member pays attention to the captain of a football team and notices he never questions the referee</p> <p>22. e.g. the learner asks the coach about why they are eating certain foods and it is of interest to the learner</p> <p>23. e.g. the learner must be old enough/ mentally mature enough to be able to understand that being competitive is a good thing as long as you can be a good/ fair loser too</p> <p>24. e.g. the learner must have a desire/ be</p> |

## Mark Scheme

| Question |  |  | Answer/Indicative content | Marks | Guidance   |
|----------|--|--|---------------------------|-------|--|
|          |  |  |                           |       | <p>motivated to play fairly in order to copy the sportsmanly behaviours they see from their captain</p> <p><b>AO3 - DEV</b></p> <p><b>Attention</b></p> <p>4. How much attention they pay to the demonstration will impact on their ability to reproduce the skill and is affected by:</p> <ul style="list-style-type: none"> <li>• how interested the performer is</li> <li>• how motivated they are to be able to perform the skill</li> <li>• perceived attractiveness of the model.</li> <li>• status of the model (role model, significant, similar / same characteristics)</li> <li>• observers attention span</li> <li>• incentives</li> </ul> <p>5. Selective attention</p> <p><b>Retention</b></p> <p>7. The ability to be able to remember the image can be improved by :</p> <ul style="list-style-type: none"> <li>• using mental rehearsal</li> <li>• considering demo</li> <li>• adding meaning to demo</li> <li>• chunking info included in the demo</li> <li>• demo being repeated</li> </ul> <p><b>Motor reproduction</b></p> <p>9. Demonstrations should be matched to the capability/ ability level of the observers</p> <ul style="list-style-type: none"> <li>• Performers must have correct weight / undamaged equipment / be warmed up</li> </ul> <p>10. Feedback can aid learning</p> <p><b>Motivation</b></p> <p>12. Motivation can be increased by:</p> <ul style="list-style-type: none"> <li>• positive reinforcement / feedback / incentives</li> </ul> |

### Mark Scheme

| Question |  |  | Answer/Indicative content | Marks     | Guidance   |
|----------|--|--|---------------------------|-----------|--|
|          |  |  |                           |           | <ul style="list-style-type: none"> <li>• similar role model (age, gender etc)</li> <li>• high status role model</li> <li>• vicarious reinforcement</li> </ul> <p>Successful vicarious experience can raise self-efficacy /motivate a performer to try to copy</p> <p><b>Impact on individuals formation of attitudes</b></p> <p>13. Cognitive, Affective, Behavioural components</p> <p>15. So Banduras model would suggest that the attitudes an individual forms could be affected by what they see / who they see when learning skills</p> <p>17. If they are high status/ role model we are more likely to copy their attitudes</p> <p>18. (Similarity – age) If a young person watches a demonstration of a sport by another young person they may start to form attitudes based upon what they observe</p> <ul style="list-style-type: none"> <li>• This might be how the ‘model’ acts/what they do</li> <li>• (Similarity – ability) you might copy the attitude of someone of a similar ability</li> </ul> <p>(Similarity – gender) If the model is of the same gender then the individual is more likely to copy their attitude</p> <p>19. Vicarious reinforcement</p> <p>20. Although some people rebel / develop attitudes against social norms</p> <p><b>(Linking Bandura’s model to attitude)</b></p> <p>Candidates MAY refer to the points below (but don’t have to as they might cover the 2<sup>nd</sup> part of the answer in points 1 to 20 above)</p> <p>21. The learner must be interested in that aspect of behaviour in order to pay attention to it</p> <p>22. The information is retained compared to when the learner is discussing something that is not of interest</p> |
|          |  |  | <b>Total</b>              | <b>10</b> |  |