

Please read the instructions printed at the end of this form. **One** of these sheets, suitably completed, should be attached to the assessed work of **each** candidate.

<b>Unit Title</b>	Sport psychology			<b>Unit Code</b>	R044	<b>Session</b>	Jan / June	<b>Year</b>	2	0		
<b>Centre Name</b>							<b>Centre Number</b>					
<b>Candidate Name</b>							<b>Candidate Number</b>					
Criteria							Teacher Comments		Mark	Page No.		
LO1: Understand the relationship between personality and sports performance												
MB1: 1 – 4 marks			MB2: 5 – 8 marks			MB3: 9 – 12 marks						
Attempts to define personality are <b>limited</b> .  Some different personality types and approaches are <b>briefly</b> described.  Some <b>simple</b> examples of the links between personality and involvement and performance in sport are provided.  [1 2 3 4]			A <b>range</b> of definitions of personality are provided and there is <b>detailed</b> information on different personality types and approaches.  Attempts <b>some</b> explanation of the links between personality and involvement and performance in sport, supported with <b>mostly relevant</b> examples.  [5 6 7 8]			A <b>wide range</b> of definitions of personality are provided and there is <b>comprehensive</b> information on different personality types and approaches.  Explains <b>accurately</b> and in <b>detail</b> the links between personality and involvement and performance in sport, supported with <b>clear</b> and <b>relevant</b> examples.  [9 10 11 12]						
LO2: Know how motivation can affect sports performance												
MB1: 1 – 4 marks			MB2: 5 – 7 marks			MB3: 8 – 9 marks						
Attempts to define motivation are <b>limited</b> .  <b>Outlines</b> the main theories of motivation, supported with <b>some simple</b> examples of the implications for sport and exercise involvement.  [1 2 3 4]			A <b>range</b> of definitions of motivation are provided.  <b>Describes</b> the main theories of motivation in <b>some detail</b> , supported with <b>mostly relevant</b> examples of the implications for sport and exercise involvement.  [5 6 7]			A <b>wide range</b> of definitions of motivation are provided.  <b>Comprehensively describes</b> the main theories of motivation, supported with <b>clear</b> and <b>relevant</b> examples of the implications for sport and exercise involvement.  [8 9]						

Criteria			Teacher Comments	Mark	Page No.
<b>LO3: Know how aggression can affect sports performance</b>					
<b>MB1: 1 – 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 – 9 marks</b>			
Identifies <b>some basic</b> types of and reasons for aggression.  <b>Outlines</b> the main theories of aggression, supported with <b>some simple</b> examples.  [1 2 3 4]	Identifies a <b>range</b> of types of and reasons for aggression.  <b>Describes</b> the main theories of aggression in <b>some detail</b> , supported with <b>mostly relevant</b> examples.  [5 6 7]	Identifies a <b>wide range</b> of types of and reasons for aggression.  <b>Comprehensively describes</b> the main theories of aggression supported with <b>clear</b> and <b>relevant</b> examples.  [8 9]			
<b>LO4: Understand the impact of arousal and anxiety on sports performance</b>					
<b>MB1: 1 – 4 marks</b>	<b>MB2: 5 – 7 marks</b>	<b>MB3: 8 – 9 marks</b>			
Describes the relationship between arousal and sport performance in <b>basic</b> terms.  Makes <b>limited</b> reference to <b>some</b> theories of arousal/anxiety in relation to performance, supported with <b>few</b> examples.  [1 2 3 4]	Explains the relationship between arousal and sport performance in <b>detail</b> .  Makes reference to <b>many</b> of the theories of arousal/anxiety in relation to performance with <b>some accuracy</b> , supported with a <b>range</b> of examples.  [5 6 7]	Explains the relationship between arousal and sport performance <b>comprehensively</b> .  Makes <b>accurate</b> reference to <b>all</b> of the theories of arousal/anxiety in relation to performance, supported with a <b>wide range</b> of examples.  [8 9]			
<b>MB1: 1 – 2 marks</b>	<b>MB2: 3 – 4 marks</b>	<b>MB3: 5 – 6 marks</b>			
Shows a <b>limited</b> ability to carry out anxiety tests.  [1 2]	Able to carry out anxiety tests <b>competently</b> .  [3 4]	Able to carry out anxiety test to a <b>high standard</b> .  [5 6]			

Criteria					Teacher Comments	Mark	Page No.
<b>LO5: Be able to apply sport psychology strategies to enhance sports performance</b>							
<b>MB1: 1 – 6 marks</b>		<b>MB2: 7 – 11 marks</b>		<b>MB3: 12 – 15 marks</b>			
<p>A <b>limited</b> range of sport psychology strategies are applied to enhance performance, <b>few</b> of which are relevant to the specific needs of the subject(s).</p> <p>A <b>brief</b> assessment of any impact on the performance of their subject(s) is attempted. <b>Little</b> or <b>no</b> attempt is made to evaluate the strategies applied.</p> <p>Draws upon <b>limited</b> skills/ knowledge / understanding from other units in the specification.</p> <p style="text-align: right;"><b>[1 2 3 4 5 6]</b></p>		<p>A <b>range</b> of sport psychology strategies are applied to enhance performance, <b>many</b> of which are relevant to the specific needs of the subject(s).</p> <p>A <b>detailed</b> assessment of any impact on the performance of their subject(s) is provided, using <b>some</b> different measures and including <b>relevant</b> evaluation of aspects of the strategies applied.</p> <p>Draws upon <b>some relevant</b> skills / knowledge / understanding from other units in the specification.</p> <p style="text-align: right;"><b>[7 8 9 10 11]</b></p>		<p>A <b>wide range</b> of sport psychology strategies are applied to enhance performance, most of which are relevant to the specific needs of the subject(s).</p> <p>A <b>comprehensive</b> assessment of any impact on the performance of their subject(s) is provided, <b>accurately</b> using <b>many</b> different measures and including <b>relevant</b> and <b>insightful</b> evaluation of strategies applied.</p> <p><b>Clearly</b> draws upon <b>relevant</b> skills / knowledge / understanding from other units in the specification.</p> <p style="text-align: right;"><b>[12 13 14 15]</b></p>			
<b>Total/60</b>							
If this is a re-sit, please tick		Session and Year of previous submission	Jan / June	<b>2 0</b>	Please tick to indicate this work has been standardised internally		

Please note: This form may be updated on an annual basis. The current version of this form will be available on the OCR website ([www.ocr.org.uk](http://www.ocr.org.uk)).

### Guidance on Completion of this Form

- 1 **One** sheet should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Please enter *specific* page numbers where evidence can be found in the portfolio, and where possible, indicate to which part of the text in the mark band the evidence relates.
- 4 Circle the mark awarded for each strand of the marking criteria in the appropriate box and also enter the circled mark in the final column.
- 5 Add the marks for the strands together to give a total out of 60. Enter this total in the relevant box.