

**GCE**

**Physical Education**

Unit **H555/02**: Psychological factors affecting performance

Advanced GCE

**Mark Scheme for June 2018**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	<b>KU</b>	Knowledge and understanding / indicates AO1 on Q9
	Cross	<b>EG</b>	Example/Reference / indicates AO2 on Q9
<b>BOD</b>	Benefit of doubt	<b>DEV</b>	Development / indicates AO3 on Q9
<b>TV</b>	Too vague	<b>L1</b>	Level 1 response on Q9
<b>REP</b>	Repeat	<b>L2</b>	Level 2 response on Q9
<b>S</b>	Indicates sub-max reached where relevant	<b>L3</b>	Level 3 response on Q9
<b>SEEN</b>	Noted but no credit given	<b>BP</b>	Blank page
<b>IRRL</b>	Significant amount of material which doesn't answer the question		

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU/EG/DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On this extended response question, one KU/EG/DEV does not necessarily equate to one mark being awarded; the marking is based on a levels of response mark scheme which awards a level and mark holistically based upon the quality of the response overall against the levels descriptors.

Section A				
Question	Answer		Marks	Guidance
1		<p>Two marks from:</p> <ol style="list-style-type: none"> <li>(Visual guidance) Demonstrations / videos / charts or shows the learner what to do or helps learner to create a mental image <ul style="list-style-type: none"> <li>e.g. a coach performing a seat drop in trampolining to show the learner how to do it</li> <li>e.g. a coach showing a tennis player a video of a someone demonstrating a backhand shot.</li> </ul> </li> <li>(Verbal guidance) When a someone explains / tells / describes how to perform the activity / coaching points <ul style="list-style-type: none"> <li>e.g. a coach <b>telling</b> a badminton player how to perform a smash</li> </ul> </li> </ol>	<p><b>2</b> (2 x AO2)</p>	<p><b>Must</b> have <b>example</b> to gain each mark.</p> <p>“<b>verbal guidance</b> is when a coach <b>tells</b> a badminton player how to perform a smash”.√ “verbal guidance is to help a badminton player” TV “visual guidance is showing someone what to do, e.g. a tennis serve” √ BOD</p>
2		<p>Two marks from:</p> <ol style="list-style-type: none"> <li>(Learned helplessness) A belief that failure is inevitable or a ‘why bother’ attitude or feeling of hopelessness or shows avoidance behaviours or believe they will never succeed</li> <li>(Mastery orientation) A feeling of being in control of the outcome or an individual being motivated by learning or motivated to become an expert or belief that failure is a learning experience (persist when fail) or shows approach behaviours or motivated to be the best <b>they can be</b></li> </ol>	<p><b>2</b> (2 x AO1)</p>	<p><b>Do not accept:</b> the word ‘master’ in description of mastery orientation</p>

Section A				
Question	Answer		Marks	Guidance
3		<p>(Leaderships characteristics)</p> <p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Good communication skills.</li> <li>2. Confident</li> <li>3. Motivated / enthusiastic / persistent / ambitious</li> <li>4. Clear goal / vision or good decision maker or organised</li> <li>5. Empathy or can see alternative points of view or good understanding of needs of others</li> <li>6. Good knowledge of the sport or understands the sport</li> <li>7. Being good at the sport or high ability or talented or experienced</li> <li>8. Charisma or motivating or has presence or inspiring or is respected</li> <li>9. Flexible or adaptable or changes leadership style</li> </ol>	<p><b>2</b> (2x AO2)</p>	<p><b>Mark 1<sup>st</sup> 2 only</b></p> <p><b>Accept:</b> knowledgeable √ BOD</p>
4		<p>(Cognitive stress management techniques)</p> <p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Positive thinking/ self-talk</li> <li>2. Negative thought stopping / count to 10</li> <li>3. Rational thinking</li> <li>4. Mental rehearsal</li> <li>5. Mindfulness</li> <li>6. Goal setting</li> </ol>	<p><b>2</b> (2 x AO1)</p>	<p><b>Mark 1<sup>st</sup> 2 only</b></p> <p><b>Do not accept:</b> Imagery</p>

Section A			
Question	Answer	Marks	Guidance
5	<p>(2 types of reinforcement)</p> <p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. <b>Positive reinforcement</b> - a stimulus is given when the desired response occurs / to make a performer repeat the same correct response / to strengthen S – R bond  e.g. a coach <b>praising</b> a footballer for making a <b>successful</b> cross  e.g. a coach <b>giving a sweet</b> when tennis players <b>serve lands in</b>  e.g. a swimmer <b>getting a badge</b> when they <b>swim 10m for the 1<sup>st</sup> time</b></li> <li>2. <b>Negative reinforcement</b> - an <b>unpleasant/adverse</b> stimulus is <b>withdrawn</b> when the <b>desired response occurs</b>.  e.g. a coach <b>stops shouting</b> instructions at the player <b>when they make a successful cross</b>  e.g. a basketball players coach made him do sprints for every bad pass and when they made a successful pass he <b>doesn't have to run sprints</b> anymore</li> </ol>	<p><b>2</b> (2 x AO2)</p>	<p><b>Mark 1<sup>st</sup> 2 only</b></p> <p><b>Candidate must:</b></p> <ol style="list-style-type: none"> <li>1. <u>Name</u> type of reinforcement <b>AND</b></li> <li>2. <u>Apply</u> a sporting example of reinforcement to the explanation (see bold)</li> </ol> <p>“<b>positive reinforcement</b> is a coach <b>praising</b> a footballer for making a <b>successful</b> cross “ √</p> <p>“positive reinforcement is a coach <b>praising</b> a footballer“ TV  “<b>positive reinforcement</b> is given when the desired response occurs to strengthen SR bond  e.g. <b>praising</b> a footballer so <b>they will repeat</b> the same pass again”  √</p> <p><b>Do not accept:</b> Negative reinforcement is a coach removing praise / giving punishment</p>

Section B					
Question			Answer	Marks	Guidance
6	(a)	(i)	One mark from: 1. B Gross	1 (1 x AO1)	
		(ii)	(gross skill)  One mark from  1. involves large muscle movements / muscle groups	1 (1 x AO1)	If 6ai) is incorrect, candidate <b>cannot</b> access marks in 6a(ii))
		(iii)	Two marks from:  1. Open water (swim) / triathlon / in the sea / lake or in a competitive race/ when there are opponents / in water polo 2. Environment / weather / currents/ waves / tides / other swimmers have an effect on the swimmer 3. When the swimmer uses perception / has to make decisions or the swimmer has to adapt how you swim / where you swim / how fast you swim 4. Front crawl is not always over a set/the same distance in a set /the same environment	2 (2 x AO2)	<b>Accept:</b> application to swimming must be included somewhere within the answer  “front crawl in open water √ because the movements are affected by the environment √”
	(b)	(i)	(positive and negative transfer)  Two marks from:  1. (Positive transfer) Learning of one skill <b>helps/aids</b> the learning /performance of another skill 2. (Negative transfer) Learning of one skill <b>hinders/inhibits</b> the learning /performance of another skill	2 (2 x AO1)	<b>Accept:</b> other equivalent words to ‘helps/aids’ and ‘hinders/inhibits’ etc...  <b>Do not accept:</b> Positive pt1 or Negative pt2 on own as it repeats question (TV)

Section B					
Question			Answer	Marks	Guidance
6	b	(ii)	<p>(cause of negative transfer)</p> <p>One mark from:</p> <ol style="list-style-type: none"> <li>1. Performer misunderstanding the movement requirements</li> <li>2. A familiar stimulus requiring a new response</li> <li>3. <b>Different</b> skills/ movement patterns / info processing / decision making that <b>appear / seem</b> to be similar or skills that seem to be similar that aren't</li> <li>4. Conflicting skills are taught close together</li> <li>5. When practice environment is different to competition environment</li> </ol>	<p><b>1</b> (1 x AO1)</p>	<p><b>Do not accept:</b> “when you do 2 similar skills close together” TV</p> <p>“when a performer changes sport” TV</p> <p>“when 2 skills have different movement patterns” TV</p> <p>“when 2 skills have different movement patterns that the performer thinks are the same” √</p>
		(iii)	<p>(minimize negative transfer)</p> <p>One mark from:</p> <ol style="list-style-type: none"> <li>1. Draw the performer's attention to the differences in the response or ensure the performer knows the differences between the skills/required response</li> <li>2. Make sure skills are thoroughly learned before moving on to new ones or progressive build up of skills or teach the skill clearly in steps or don't introduce too many new movement patterns at once</li> <li>3. Avoid teaching/ performer practicing skills together that are similar / might cause confusion or don't teach conflicting skills at the same time</li> <li>4. Make practice sessions similar to the performance / game situation</li> </ol>	<p><b>1</b> (1 x AO1)</p>	<p><b>Mark 1<sup>st</sup> response only</b></p> <p><b>Do not accept:</b> draw attention to the transferable elements TV</p>

Section B				
Question		Answer	Marks	Guidance
	(c)	(i)	(Banduras model)	
			Two marks from:	
			1. (Retention) Remember the model / demonstration or have a clear mental picture or store info in the memory	
			2. (Motor reproduction) Be physically able / mentally able / have the necessary underlying abilities / have learned any foundation skills	
				<b>2</b> (2 x (AO1))
				<b>Do not accept:</b> <ul style="list-style-type: none"> <li>• Pay attention</li> <li>• Retain</li> <li>• Reproduce action/ perform the skill</li> <li>• Motivation</li> </ul>
		(ii)	(factors affecting modelling)	
			Four marks from:	
			(if the model is):	
			1. High status / significant / powerful / someone we look up to / role model	
			2. Same as / similar to us or same / similar in terms of age / gender / sport / position / attitude / culture	
			3. Model's behaviour is reinforced / praised / rewarded or use of vicarious reinforcement	
			4. High standard / consistent / accurate / successful	
			5. Using relevant behaviour / socially acceptable behaviour	
			6. Warm / friendly / attractive	
			7. The more of these factors that are met by the model the more likely it is that the behaviour will be copied or if a model satisfies only one of these factors it is not likely to be copied	
			8. If the demonstration is clear / repeated	
			9. If the observer is focused on the relevant cues / can remember what they have seen / uses mental rehearsal	
			10. If the observer is motivated	
				<b>4</b> (4 x AO3)
				<b>Only accept</b> points to do with 'successful modelling'.  <b>Do not accept:</b> ref to unsuccessful modelling (TV)  <b>Accept:</b> examples that illustrate any of points e.g. a boy is more likely to imitate aggressive behavior than a girl ✓ pt5

Section B					
Question			Answer	Marks	Guidance
6	(d)	(i)	<p>(multi store model)</p> <p>Two marks from:</p> <ol style="list-style-type: none"> <li>1. Sensory memory – takes in all environmental cues / stores info for upto 1 sec</li> <li>2. Selective attention takes place in the sensory memory or selective attention focuses on relevant <b>and</b> ignores irrelevant information</li> <li>3. Relevant information is passed through to the short term memory (STM)</li> <li>4. Short term memory – holds 5-9 items / stores info for upto 30secs</li> <li>5. Information that has been rehearsed is stored / encoded into LTM</li> <li>6. Chunking information / grouping info together (can help an individual deal with larger amounts of information)</li> <li>7. Long term memory – unlimited capacity / indefinite duration / decodes (retrieves) info back to STM</li> <li>8. Involves: encoding <b>and</b> storage <b>and</b> retrieval/decoding</li> <li>9. Stores: sensory memory <b>and</b> short term memory <b>and</b> long term memory</li> </ol>	<p><b>2</b> (2 x AO1)</p>	<p><b>Accept:</b> 1<sup>st</sup> 2 clearly identifiable answers only</p> <p><b>Accept:</b> sensory register or short term sensory store (STSS) as alternatives for sensory memory. <b>Do not accept:</b> SM / SR</p> <p><b>Accept:</b> short term memory store / short term store / STM for short term memory long term memory store/ long term store / LTM for long term memory</p>
		(ii)	<p>(evaluate multi store model)</p> <p>Four marks from:.</p> <p>Strengths - submax three marks</p> <ol style="list-style-type: none"> <li>1. Simple to understand</li> <li>2. Explains how an individual can deal with large amounts of info.</li> <li>3. Gives a realistic answer to how an individual deals with / filters lots of information that they take in (from their surroundings) i.e. with sensory memory filtering information before it enters the STM</li> <li>4. Explains how those with brain damage can suffer from dysfunctional memory or explains how people with memory conditions can remember things from long ago but not what just happened</li> <li>5. (The long term memory element) explains how an individual can perform a skill that they haven't done for a long time, (e.g. riding a bike)</li> <li>6. It is true that info that is repeated /chunked is more likely to be stored in LTM</li> </ol>	<p><b>4</b> (4 x AO3)</p>	<p>Submax 3 for strengths Submax 3 for weaknesses</p> <p><b>Do not accept:</b> descriptions of theory.</p> <p>Points must be identified as strengths or weaknesses.</p> <p>“it is good as it is simple ✓ but it doesn't explain why we forget something we've rehearsed many times ✓”</p> <p>“it is a simple theory” TV1 and TV8</p>

Section B				
Question		Answer	Marks	Guidance
		<p>7. It is true that some info is difficult to decode/retrieve from LTM to STM or explains how information that isn't rehearsed gets forgotten</p> <p>Weaknesses - submax three marks</p> <p>8. Model is <b>too</b> simple or hasn't been proven</p> <p>9. Does not explain why an individual might remember one type of information but not another, e.g. a coach's explanation but not a diagram or evidence suggests STM is not a unitary store/ has separate parts</p> <p>10. Does not prove the distinction between STM and LTM or does not effectively explain the interaction between STM and LTM</p> <p>11. Does not quantify how much repetition results in LTM storage or not everything that is repeated is stored in the LTM or some people will remember things they look at once</p> <p>12. Doesn't account for individual differences in capacity / duration</p> <p>13. Doesn't account for interest/ motivation/ concentration/ understanding and it's effect on memory or ( Craik and Lockhart's) levels of processing model is better at explaining how depth of processing affects memory</p>		

Section B			
Question	Answer	Marks	Guidance
7 (a)	<p>(Chelladurai's model – effective leadership)</p> <p>Six marks from:</p> <ol style="list-style-type: none"> <li>(Situational characteristics) The leader should to be aware of the situational characteristics or situational characteristics are the environmental conditions e.g. running is safe / javelin is dangerous e.g. there is a lot available at football half time football</li> <li>(Member characteristics) The leader needs to be aware of the member's characteristics/qualities or member characteristics are gender/skill level/age of the group e.g. is the badminton group experienced or novices / older or younger / male or female</li> <li>(Leader characteristics) The leader needs to be aware of their own characteristics/qualities or leaders have their own natural leadership style/skills/past experiences/personality e.g. if they are naturally an autocratic/ democratic leader or are very knowledge about cycling</li> <li>The required behaviour refers to what <b>should/needs</b> to be done by the leader (in relation to the situation) or situational / member characteristics influence the leadership style the leader <b>should / needs</b> to use or situational / member characteristics influence required behaviour e.g. dangerous sport like rock climbing requires/needs an autocratic approach.</li> <li>The preferred behaviour refers to what the group <b>wants</b> the leader to do, (determined by the members characteristics) or member / situational characteristics influence the leadership style the group <b>want</b> the leader to use. or member / situational characteristics influence preferred behaviour e.g. group of footballing males prefer autocratic leader</li> <li>The actual behaviour is what the leader <b>chooses</b> to do/the <b>leadership style selected</b> by the leader e.g., the football coach choses to be autocratic and pick the team e.g. an experienced leader may be happy use a laissez faire approach with the adult tennis team</li> </ol>	<p><b>6</b> (6 x A02)</p>	<p><b>Accept:</b> one EG can be traced throughout the answer by applying it to more than one point <b>Sub max 2</b> marks for <b>no examples</b> Max 4 marks for one EG Full marks possible if 2 or more EG <b>Accept</b> points made through e.gs if candidate links eg to the relevant part of the model so for pt 2 → “If the situational characteristic is a dangerous activity like Javelin” ✓ “Javelin is a dangerous situation” ✓/BOD “Javelin is dangerous” TV</p> <p>n.b. the Q asks about an ‘effective leader’. Therefore the info given about member, leader and situational characteristics should match (unless they clearly make pt 10) → “the membership characteristics are a large group of male footballers ✓ which influences the preferred leadership behavior and the group want their coach to be autocratic. ✓ .... The actual behavior of the leader is democratic” TV as this wont be effective leadership</p>

Section B				
Question		Answer	Marks	Guidance
		<p>7. The more elements of the model that match the more effective the leadership will be.  or effective leadership occurs when the actual behaviour of the leader matches the required behaviour and the preferred behaviour  or good performance <b>and</b> satisfied members occur when the actual behaviour of the leader matches the required behaviour and the preferred behaviour  e.g. rock climbing with a group of beginners requires an autocratic approach. If the leader is autocratic, this matches the situation and the novices would want to be told what to do due to the risk of activity therefore all aspects match/leader is effective</p> <p>8. Effective leadership could be a consequence of good/skilled performance <b>and</b> satisfied members  e.g. a good netball captain makes decisions the team are happy with and results in a win.</p> <p>9. If the actual behaviour and the required behaviour match (but is not what the preferred behaviour is) the leadership can still be effective (successful performance) but the group satisfaction would be lower  e.g. an adult group learning to orienteer without much time, the required behaviour is autocratic, however the group want the leader to be democratic. If the leader takes an autocratic approach it is successful in getting the job done/ learning how to orienteer but the group may experience low satisfaction.</p>		

Section B				
Question		Answer	Marks	Guidance
	(b)	(i)	(Cognitive dissonance in attitude change)	
			Two marks from:	
			1. (Emotional) conflict / discomfort / disharmony is created / present or attitude components differ or individual holds two (or more) opposing attitudes / views / ideas / beliefs or imbalance in the triadic model	
			2. Introduction of new information to challenge current belief or changing the cognitive component / belief or make activity fun can increase enjoyment or changing the affective component / emotion	
			3. ....in order to bring attitude components in line / feel content / remove the discomfort / create cognitive consonance	
			4. The more uncomfortable the individual is the greater the desire to change one of the views/ attitudes to reduce the dissonance	
				<b>2</b> (2 x AO1)

Section B			
Question	Answer	Marks	Guidance
	<p>(ii) (Persuasive communication)</p> <p>Three marks from:</p> <ol style="list-style-type: none"> <li>(Persuader) High status persuader / more people persuading <b>AND</b> e.g. a football coach trying to persuade a player to go training <b>OR</b> e.g. 5 friends persuading you to take up netball.</li> <li>(Message) The information must be accurate / good quality / clear / backed up with evidence / make sense / believable / relevant / well presented / be positive <b>AND</b> e.g. going swimming will help you to lose weight is a clear message</li> <li>(recipient) The recipient needs to be open to persuasion / not stubborn <b>AND</b> e.g. an intelligent stubborn individual may provide the counter argument that running causes overuse injuries and they could gain health benefits just by walking. <b>OR</b> e.g. someone open to persuasion is more likely to change their attitude to swimming</li> <li>(Situation) The place/environment where the discussion/persuasion is to take place should be where the recipient feels comfortable or the time needs to be right for persuasion to be effective <b>AND</b> e.g. if wanting to persuade someone that diving in football is wrong, do it after they won a match with no diving <b>OR</b> if wanting to persuade someone to start doing flexibility exercises to aid gymnastics have the discussion in their favourite coffee shop</li> </ol>	<p><b>3</b> (3 x AO2)</p>	<p><b>Accept</b> 1<sup>st</sup> 3 identifiable answers <b>only</b></p> <p><b>Must have example</b> for each point (can apply the same eg to different points)</p> <p><b>Accept:</b> answers that don't include an attitude object so long as the fact and eg answer the q: "persuasion is more effective if done by a role model e.g. your netball captain" ✓</p> <p><b>If candidate only gives examples, they need to be explained :</b> "e.g. a football coach will have more effect than a teammate when trying to persuade a player to attend training <u>because</u> they have higher status ✓"</p> <p>"a football coach is more effective at persuading" TV</p> <p><b>Accept</b> opposite points – lower status is less likely to be successful</p>

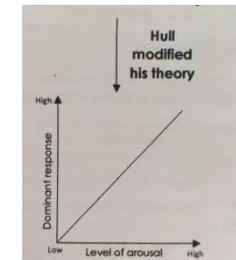
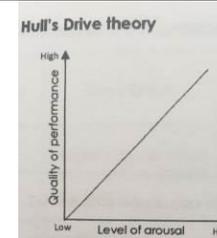
Section B					
Question		Answer	Marks	Guidance	
	(c)	<p>(Evaluate instinct theory)</p> <p>Four marks from:</p> <p>(Strengths) submax 3</p> <ol style="list-style-type: none"> <li>1. It can be a natural human instinct to be aggressive or aggression could be a result of genetics / inherited / innate / trait</li> <li>2. aggression can be hard to control</li> <li>3. Some people are consistently/always aggressive or aggression is predictable in some people</li> <li>4. You can feel a release of aggression/catharsis when channeling aggression into sport</li> </ol> <p>(Weaknesses) submax 3</p> <ol style="list-style-type: none"> <li>5. Not all humans/cultures show aggressive behaviour</li> <li>6. Too simplistic/ too generalised</li> <li>7. Aggression is often not spontaneous or aggression is usually provoked</li> <li>8. Aggression is often learned / copied / influenced by upbringing/influenced by socialisation or people can learn not to be aggressive (disproving the theory) or people can control aggressive instincts (disproving the theory)</li> <li>9. Aggression is shown by people at different times / depending on environmental situation</li> </ol>	<p><b>4</b> (4 x AO3)</p>	<p>Submax 3 for strengths Submax 3 for weaknesses</p> <p><b>Accept :</b> ONE BOD for any descriptive point that isn't identified as a strength or weakness. To access more marks points must be identified as strengths or weaknesses.</p>	
	(d)	(i)	<p>(Sports confidence is)</p> <ol style="list-style-type: none"> <li>1. The belief / general disposition an individual has about their ability to be successful in sport or level of self belief we may have in a variety of situations in sport or the feeling we have about our capability to be good at sport in general</li> </ol>	<p><b>1</b> (1 x AO1)</p>	<p><b>Do not accept:</b> Confidence in sport, Reference to a 'specific situation in sport/self efficacy'</p>

Section B			
Question	Answer	Marks	Guidance
	<p>(ii) (Effect of sports confidence on participation and performance)</p> <p>Four marks from:</p> <p>(performance)</p> <ol style="list-style-type: none"> <li>(High SC) High sports confidence makes you more likely to achieve positive outcomes in sport/ be skillful / be successful / take risks / be competitive / achieve peak flow</li> <li>(Low SC) Low sport confidence has a negative effect on outcome / performance / causes poor performance / underachievement</li> <li>Over confidence / false confidence / complacency could cause underperformance</li> </ol> <p>(participation)</p> <ol style="list-style-type: none"> <li>(High SC) High sports confidence will make you more likely to take part / compete / not feel inhibited / enjoy team activities / volunteer for roles / show approach behaviours / try new activities</li> <li>(Low SC) Low sports confidence makes you less likely to participate in sport / compete in sport / try hard / attempt sports activities / volunteer for tasks / show avoidance behaviours</li> </ol> <p>(points that could cover participation and performance)</p> <ol style="list-style-type: none"> <li>High self confidence in a leader is likely to help performers they lead to participate / perform well</li> <li>Low sports confidence could cause disruptive behaviour (if made to participate) hindering others (participation / progress or performance)</li> <li>Low sports confidence could cause people to not try sports / activities that they might actually be very good at / never realised their talent</li> <li>However if talented people with low SC were pushed into it (through school/parents) they would not be very motivated and therefore are likely to experience negative outcomes (or) if talented people with low SC were pushed into it they might experience success and enjoy participating more</li> </ol>	<p><b>4</b> (4 x AO3)</p>	<p><b>Accept:</b> points made through sporting examples “low sports confidence will make people not want to step forward to take penalties” √5</p> <p><b>Accept:</b> reference to state or trait confidence in place of confidence.</p>

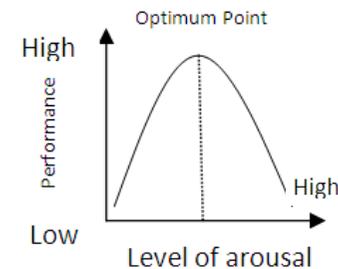
Section C		
Question	Answer	Guidance
8*	<p><b>Level 3 (8–10 marks)</b></p> <ul style="list-style-type: none"> <li>detailed knowledge and excellent understanding (AO1)</li> <li>well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2)</li> <li>detailed 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>At Level 3 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>Detailed evaluation of each theory of arousal, at the top of this level there will be a balance of positive and negative evaluations of all 3 theories</li> <li>Detailed discussion of how different types of skills would require different levels of arousal</li> <li>Detailed application of relevant practical examples to the different types of skill</li> <li>Both parts of the question are well answered</li> <li>AO1, AO2 and AO3 all covered well in this level</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>independent opinions and 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>At Level 2 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>Theories may be explained with some evaluation attempted. At the top of this level evaluation of all 3 theories is attempted, but with some imbalance</li> <li>Good discussion of how different types of skills would require different levels of arousal</li> <li>Some application of relevant practical examples to the different types of skill</li> <li>One part of the question may be answered in more detail</li> <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>Level 1 (1–4 marks)</b></p> <ul style="list-style-type: none"> <li>satisfactory knowledge and understanding (AO1)</li> <li>occasional opinion and 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 evidence may not be clear.</li> </ul>	<p><b>At Level 1 responses <u>are likely</u> to include:</b></p> <ul style="list-style-type: none"> <li>Satisfactory description of some of the theories of arousal, with limited evaluation, or evaluation may be attempted but unsuccessful</li> <li>Limited use of relevant practical examples to support answer</li> <li>Limited knowledge of how different types of skills would require different levels of arousal</li> <li>Maximum of 3 marks to be awarded for AO1 with no application.</li> </ul>
	<p><b>(0 marks)</b> No response or no response worthy of credit</p>	

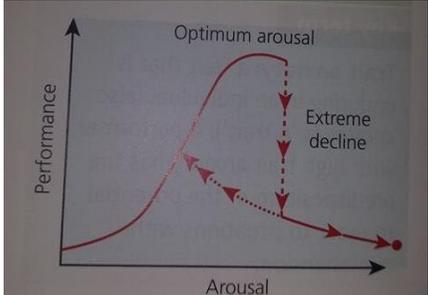
Section C		
Question	Answer	Guidance
	<b>General guidance</b> <ul style="list-style-type: none"><li>• Maximum of 3 marks to be awarded for AO1.</li><li>• Maximum of 3 marks to be awarded for AO2.</li><li>• Maximum of 4 marks to be awarded for AO3.</li></ul> <ol style="list-style-type: none"><li>1) we are giving <u>some</u> credit for describing theories (AO1), also remember the Q says critically evaluate them</li><li>2) credit Egs (AO2) throughout all parts of the question</li><li>3) be aware that some candidates will answer the 2<sup>nd</sup> part of the Q within the 1<sup>st</sup>, this is fine.</li><li>4) to award AO3 when evaluating theories, candidates must clearly signpost points as + or -, otherwise credit as descriptions (AO1)</li></ol>	

Section C			
Question	Indicative content	Marks	Guidance
<b>8*</b>	<p>(Evaluation of theories)</p> <p>(Drive Theory of arousal)</p> <ol style="list-style-type: none"> <li>An increase in arousal is proportional to/causes an increase in the quality of performance (AO1) or as arousal increases so does quality of performance (AO1) e.g. A cricketer scores 6 runs when he is trying hard (AO2)</li> <li>Increase in arousal causes the dominant habit to occur more (AO1) or dominant response is more likely as arousal increases (AO1) or quality of performance depends on how well the skills have been learned (AO1) Experts / well learned dominant response perform better as arousal levels increase / at high arousal (AO2) Beginners / unskilful DR perform worse with high levels of arousal / better with low levels of arousal (AO2) e.g. A novice rounders player who is trying to impress his friends missed the ball (AO2) e.g. An expert dancer scores performs the best they ever have in their A Level PE assessment (AO2)</li> </ol> <p>(Strengths of drive theory) - All AO3</p> <ol style="list-style-type: none"> <li>Simple to understand or clearly shows the relationship between arousal and performance</li> <li>This theory is made more reliable/ accurate by relating arousal to dominant response. or it is true that If the dominant response is correct then the performance improves (accept opposite)</li> <li>For some performers/experts/extroverts it is an accurate representation of what happens when arousal increases e.g. Team GB performer at London Olympics (AO2)</li> <li>It is more likely to be accurate for certain types of skills / gross / simple skills e.g. performance should improve when arousal increases when sprinting/ weight lifting(AO2)</li> <li>It helps teachers /coaches to understand effect of arousal on performance</li> </ol>	<p><b>10</b></p> <p>(AO1 x3, AO2 x3, AO3 x4)</p>	<p>Award 1 KU for graphs / diagrams in each theory</p> <p><b>Accept:</b> candidates making points 40 onwards within the descriptions of the theories.</p> <p><b>Accept:</b> candidates giving a criticism of DT near point 2</p>



Section C			
Question	Indicative content	Marks	Guidance
	<p>(Weaknesses of drive theory) - All (AO3)</p> <p>8. Quality of performance does not always increase as levels of arousal increase.</p> <p>9. Too simplistic a view of the relationship between arousal and performance. or the linear relationship/positive correlation rarely happens</p> <p>10. Doesn't take into account individual differences / level of performer / personality / type of skill.</p> <p>11. Doesn't explain decline in performance at high arousal e.g. a high jumper hitting the bar at a low height in the Olympic Games. (AO2)</p> <p>12. Doesn't explain why some people/experts/extroverts perform well at low arousal e.g. scoring a goal when you aren't trying hard in training (AO2)</p> <p>13. Doesn't explain why some skills/simple/gross skills are performed well at low arousal</p> <p>14. Doesn't acknowledge drive reduction/ idea that performer may lose motivation / perceive task to be fulfilled so drive reduced.</p> <p>(Inverted U theory of arousal )</p> <p>15. As arousal increases so does the quality of performance or low arousal / underarousal causes poor performance (AO1)</p> <p>16. Best performance occurs when arousal is at a midway point / optimal point / threshold (AO1)</p> <p>17. After this point performer becomes over aroused <b>and</b> performance deteriorates(AO1) or high arousal / over arousal causes poor performance e.g. A footballer misses the target when taking a penalty in an important shoot out as they are trying too hard. (AO2)</p> <p>(Strengths of inverted U theory) - All (AO3)</p> <p>18. It is seen to be more realistic (than drive theory)</p> <p>19. It is true that there is a certain optimum point of arousal / that above or below optimal arousal performance quality is lower</p> <p>20. True that most sports performers respond positively to arousal upto a mid-way point</p> <p>21. It is simple / easy to understand / apply</p> <p>22. It helps teachers /coaches to understand effect of arousal on performance</p> <p>23. The optimal point of arousal can shift higher or lower for different personalities/skill level/types of skill or it recognises that optimal arousal levels can differ for different people/ personalities / skill level / types of skill</p>		



Section C			
Question	Indicative content	Marks	Guidance
	<p>e.g an expert basketballer scoring a 3 pointer when under pressure in the dying moments of the game has a higher optimal arousal zone (A02)</p> <p>(Weaknesses of inverted U theory) - All (AO3)</p> <p>24. It is still too simple / limited view of the relationship between arousal and performance</p> <p>25. Doesn't consider the effect of different types of arousal on performance.</p> <p>26. It could be said to be too even a distribution or the relationship may not be U shaped. or the curve shape is too even or performance doesn't gradually drop if overaroused or performance can drastically drops if overaroused</p> <p>27. It doesn't say what happens after people under perform when overaroused or (it doesn't say that) performance can recover after overarousal has occurred or once performance starts to deteriorate it doesn't always carry on getting worse</p> <p>(Catastrophe theory)</p> <p>28. As somatic (physiological) arousal increases quality of performance improves(AO1)</p> <p>29. Optimal performance will only be achieved if cognitive arousal is kept low.(AO1)</p> <p>30. High cognitive arousal and high somatic arousal causes sudden dramatic drop in performance / 'catastrophe' / 'pushed over the edge' (AO1) e.g a footballer putting in a dangerous tackle in the first five minutes of an important cup game (AO2)</p> <p>31. (After catastrophe) if arousal continues to rise performance drops more (AO1) or if (cognitive) arousal can be lowered, performance starts to recover</p> 		

Section C			
Question	Indicative content	Marks	Guidance
	<p>(Strengths of Catastrophe theory) - All (A03)</p> <p>32. Gives a realistic explanation for why a performer 'goes to pieces' in a big event. e.g. a rugby player making a dangerous high tackle in the first few minutes of a tough game (AO2) e.g. a sprinter making a false start in the Olympics (AO2) e.g. an Olympic gymnast falling on the vault (AO2)</p> <p>33. Shows a sudden decrease in performance which is more likely than a gradual/ even decline.</p> <p>34. Takes into account the relationship/ effects of both cognitive and somatic types of arousal.</p> <p>35. Shows that a performer can recover by lowering arousal resulting in performance improving again</p> <p>36. Currently the most accepted explanation / theory</p> <p>(Weaknesses of Catastrophe theory) - All (A03)</p> <p>37. Not all performers will have a dramatic / sudden decline in performance when overaroused. or we don't often see 'catastrophes' in sport or catastrophes could be said to only be at extremely high levels of arousal e.g. Olympic final/ World Cup etc. (AO2) or some performers cope really well with cognitive arousal by using stress/ anxiety management techniques</p> <p>38. Optimum arousal may not be at a mid-way point</p> <p>39. Doesn't take into account personality/ level of performer/ type of skill</p> <p>(Discuss different types of skill )</p> <p>40. Gross skills may require higher levels of arousal (AO1) e.g. sprinting/ shot-put/ long jump/ smash in badminton/dive in swimming (AO2) Because they involve large muscle groups / they don't need so much small control. (AO3)</p> <p>41. Fine skills may require lower levels of arousal (AO1) e.g. snooker shot/ archery/ throwing a dart (AO2) They involve small muscle movements /more precise control (AO3)</p> <p>42. Simple skills may require higher levels of arousal (AO1) e.g. 100m sprint/ racing start in swimming (AO2) There are less decisions/technically easy to perform/little info to process/ little perception required (AO3)</p>		<p><b>Accept:</b> candidates making points 40 onwards within the descriptions of the theories.</p> <p>Student giving example only gain AO2 "weightlifting needs high levels of arousal" AO2</p>

<b>Section C</b>			
<b>Question</b>	<b>Indicative content</b>	<b>Marks</b>	<b>Guidance</b>
	<p>43. Complex skills may require a lower level of arousal (AO1) e.g. a slip catch in cricket/ a conversion kick in rugby/ a midfield hockey player making a cross the pitch pass. (AO2) There are many decisions to make/technically difficult/lots of info processing/lots of perception required (AO3)</p> <p>44. Hard to simplify what type of skill will be performed best at different levels of arousal as it is a combination of factors that will determine quality of performance (AO3) Personality/ extrovert or introvert will also have a significant impact. (AO3) Skill level / beginner or expert will also have an impact (AO3) Their optimum level of arousal / IZOF may also vary and impact quality of performance. (AO3)</p>		

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