



Oxford Cambridge and RSA

**GCE**

**Physical Education**

**H155/02: Psychological and socio-cultural themes in physical education**

AS Level

**Mark Scheme for June 2022**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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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## MARKING INSTRUCTIONS

### PREPARATION FOR MARKING SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: Scoris Assessor Online Training; OCR Essential Guide to Marking.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the 10 practice responses (“scripts”) and the 10 standardisation responses

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the Scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the Scoris messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

### Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need

to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).



Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the RM Cambridge Assessment Support Portal (and for traditional marking it is in the Instructions for Examiners). Your report should contain notes on particular strength displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
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On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 7. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	<b>KU</b>	Knowledge and understanding / indicates AO1 on Q4
	Cross	<b>EG</b>	Example/Reference / indicates AO2 on Q4
<b>BOD</b>	Benefit of doubt	<b>DEV</b>	Development / indicates AO3 on Q4
<b>TV</b>	Too vague	<b>L1</b>	Level 1 response on Q4
<b>REP</b>	Repeat	<b>L2</b>	Level 2 response on Q4
<b>S</b>	Indicates sub-max reached where relevant	<b>L3</b>	Level 3 response on Q4
<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	(a)	(i)	<p>Six marks from: Learner must identify which skill they have selected</p> <p>Sub-max three marks for correct placement on three continuums Sub-max three marks for justifications</p> <p>Penalty kick in football</p> <table border="1"> <tr> <td>1. Open</td> <td></td> <td>Closed</td> <td>2. More closed because the penalty kick is very similar each time you do it OR few environmental factors affecting</td> </tr> <tr> <td>3. Discrete</td> <td>Serial</td> <td>Continuous</td> <td>4. (The kick) has a clear beginning and end OR</td> </tr> <tr> <td>OR</td> <td></td> <td></td> <td>The penalty kick involves a run up and a kick so it is two skills put together to make a serial skill</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. Self paced</td> <td></td> <td>Externally paced</td> <td>6. The footballer decides when to start the run up/ kick (within reason) OR there is a time limit but the footballer controls the rate at which the shot is executed</td> </tr> </table> <p>Penalty in netball</p> <table border="1"> <tr> <td>7. Open</td> <td></td> <td>Closed</td> <td>8. More open because although the shot is the same movement, position and defenders are environmental variables which affect the shot OR the shot involves perception</td> </tr> <tr> <td>9. Discrete</td> <td>Serial</td> <td>Continuous</td> <td>10. The shot has a clear beginning and end</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>11. Self paced</td> <td></td> <td>Externally paced</td> <td>12. The netballer decides when to start the shot– but it has to be taken within three seconds</td> </tr> </table>	1. Open		Closed	2. More closed because the penalty kick is very similar each time you do it OR few environmental factors affecting	3. Discrete	Serial	Continuous	4. (The kick) has a clear beginning and end OR	OR			The penalty kick involves a run up and a kick so it is two skills put together to make a serial skill					5. Self paced		Externally paced	6. The footballer decides when to start the run up/ kick (within reason) OR there is a time limit but the footballer controls the rate at which the shot is executed	7. Open		Closed	8. More open because although the shot is the same movement, position and defenders are environmental variables which affect the shot OR the shot involves perception	9. Discrete	Serial	Continuous	10. The shot has a clear beginning and end					11. Self paced		Externally paced	12. The netballer decides when to start the shot– but it has to be taken within three seconds	<p><b>6</b> (AO2)</p>	<p><b>Candidates must use the same sporting e.g. throughout</b></p> <p><b>Mark to be given for placement that falls within the area identified by the rectangle</b></p> <p><b>Pt4 – two discrete skills together = BOD</b></p>
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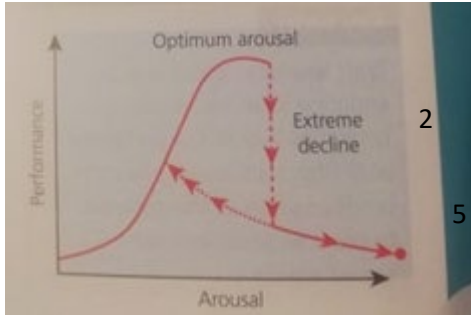
Section A																
Question	Answer		Marks	Guidance												
<b>b</b>	<p>Six marks from:</p> <p>For points 1-5 – <b>two</b> correct feedback types must be given in order to gain each mark</p> <table border="1"> <tr> <td>1. Archer</td> <td>KR/ negative / extrinsic</td> </tr> <tr> <td>2. Golfer</td> <td>KP/ extrinsic</td> </tr> <tr> <td>3. Long jumper</td> <td>KP / negative/ extrinsic</td> </tr> <tr> <td>4. Football team</td> <td>KP / negative/ extrinsic</td> </tr> <tr> <td>5. Gymnast</td> <td>KP / negative/ intrinsic</td> </tr> <tr> <td>6. E.g.</td> <td>A rugby coaches praises the player for going into the tackle low or the gymnastic coach gives the gymnast a sticker for great handstands</td> </tr> </table>		1. Archer	KR/ negative / extrinsic	2. Golfer	KP/ extrinsic	3. Long jumper	KP / negative/ extrinsic	4. Football team	KP / negative/ extrinsic	5. Gymnast	KP / negative/ intrinsic	6. E.g.	A rugby coaches praises the player for going into the tackle low or the gymnastic coach gives the gymnast a sticker for great handstands	<b>6</b> (AO2)	<p>Accept first two named types of feedback only for each mark.</p> <p>For point 6 accept any suitable sporting example where there is praise or reward.</p>
1. Archer	KR/ negative / extrinsic															
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<b>c</b>	<p>Four marks from:</p> <table border="1"> <tr> <td>1.</td> <td>Whole</td> </tr> <tr> <td>2.</td> <td>problem solving / insight / intervening variables</td> </tr> <tr> <td>3.</td> <td>intervening variables</td> </tr> <tr> <td>4.</td> <td>Insight</td> </tr> </table>		1.	Whole	2.	problem solving / insight / intervening variables	3.	intervening variables	4.	Insight	<b>4</b> (AO1)	Allow each word <b>once</b> only				
1.	Whole															
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<b>d</b>	<p>Four marks from:</p> <p><b>Visual guidance</b> <b>Sub-max one mark for example and one mark for advantage</b></p> <table border="1"> <tr> <td>1.Example</td> <td>A football coach showing the team a video of a set move Or A netball coach demonstrating how to shoot</td> </tr> </table>		1.Example	A football coach showing the team a video of a set move Or A netball coach demonstrating how to shoot	<b>4</b> (AO2 x 2 AO3 x 2)	<p>Mark only <b>first</b> advantage given for visual and verbal <b>verbal</b>. Accept any sporting example of guidance types</p> <p>Can use different sporting examples for visual and verbal</p>										
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Section A																																				
Question	Answer		Marks	Guidance																																
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		18. Simple skills	Effective for simple skills													
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1. Name 1	Cognitive															
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1.	(Any act, in sport, showing the) intention to harm															
		(ii)	Three marks from: <table border="1"> <tr> <td>1. Drive to goal blocked</td> <td>Frustration develops when goal-directed behaviour is blocked e.g. a defender in hockey makes a great tackle and stops the attackers run at goal</td> </tr> <tr> <td>2. Frustration - aggression</td> <td>Frustration <b>always</b> leads to aggression e.g. the attacking hockey player goes in to the next tackle very hard, with stick out</td> </tr> <tr> <td>3. Catharsis</td> <td>If the individual successfully releases the aggression it leads to a cathartic feeling/ feels good e.g. the attacking hockey player feels a release of frustration</td> </tr> <tr> <td>4. Increased aggression</td> <td>If they do not release the aggression / are punished for the aggression then <b>this leads to more frustration</b> which can further increase aggression e.g. foul is given against the attacker who then verbally abuses the umpire</td> </tr> </table>	1. Drive to goal blocked	Frustration develops when goal-directed behaviour is blocked e.g. a defender in hockey makes a great tackle and stops the attackers run at goal	2. Frustration - aggression	Frustration <b>always</b> leads to aggression e.g. the attacking hockey player goes in to the next tackle very hard, with stick out	3. Catharsis	If the individual successfully releases the aggression it leads to a cathartic feeling/ feels good e.g. the attacking hockey player feels a release of frustration	4. Increased aggression	If they do not release the aggression / are punished for the aggression then <b>this leads to more frustration</b> which can further increase aggression e.g. foul is given against the attacker who then verbally abuses the umpire	3 (AO2)	Must use <b>one</b> sporting example throughout to gain marks.  Each mark must be linked to a sporting e.g.			
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		(ii)	4 (AO1)	<b>Stages must be given in the correct order</b>  <b>Description mark cannot be awarded without correct named stage</b>												
		Four marks from: Sub-max two marks per stage <b>Storming</b> Sub max one mark from identification of stage														
		<table border="1"> <tr> <td>1.</td> <td>Storming</td> </tr> </table>			1.	Storming										
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					<p>3. Lack of role models (Less English players) - could cause decrease in grass roots participation</p> <p>4. Increase in diverse role models = increase participation</p>		
			Fig 3.2 – Cost of Broadcast Rights Sub-max 2	<p>5. Greater exposure/ demand <b>due to</b> larger (Global) audience</p> <p>6. Improve facilities/ standards <b>due to</b> money from media used to</p> <p>7. Greater control over scheduling by media companies</p>	<p>8. Greater exposure means greater mass participation</p> <p>9. Money invested in facilities to increase participation</p> <p>10. Less role models and <b>therefore</b> less participation <b>Due to</b> increased cost of subscriptions</p>		
			Fig 3.3 – Average player salary Sub-max 2	<p>11. Footballers are now millionaires/ global superstars <b>due to</b> Salaries/ money in football increasing</p> <p>12. Salaries can lead to lack of loyalty – players will move for more money</p> <p>13. Huge discrepancy between the four clubs shown – smaller clubs can't compete</p> <p>14. Clubs pay big wages to get the best players (to be successful)</p>	<p>15. Big salaries attract higher participation – more people aspire to reach that level</p>		
	(c)	(i)	Three marks from:			<p><b>3</b> (AO2)</p>	<p>To award mark each point must link to a named team sport</p> <p><b>Characteristics must be embedded with examples</b></p>
			Characteristics	Possible embedded description			
			1. (Loyalty)	Pride of helping your house / school football team develops loyalty / honour			



			<p>2. (Sportsmanship / fair play / (moral) integrity/ honesty) Throwing the ball back to the opposition when it was their thrown in in rugby would develop an attitude of fair play / sportsmanship / integrity</p> <p>3. (Effort/ (physical) endeavour) Trying hard to score a goal in football developed (physical) endeavour within the boys</p> <p>4. (Trustworthy/ reliable) Carrying out your role within the cricket team would make the boys more reliable/ trustworthy</p> <p>5. (Leadership) Being captain of the football team would develop leadership skills</p> <p>6.(Team work) Playing cricket for your house/school enabled you to work with others/ develop communication skills</p> <p>7. (Respect) Accepting the decision of the referee or mutual regard for the opposition rugby team</p>		<p><b>from team sport to achieve the mark</b></p> <p><b>Do not accept:</b></p> <p>Courage/ bravery as in question</p>																
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1.	Palestinian terrorists / Black September (held 11 of the) Israeli Olympic team members hostage																				

			2. The terrorists requested for the release of (Palestinians) prisoners that were being held in Israel.		
			3. All (Israeli) hostages were killed		
			4. (5) Some members of Black September were killed		
		(ii)	Three marks from:		
			1. Success reflects on party If the country performs well it can reflect well on the political party / leader in power / gain more votes		
			2. Unity Develops national pride/ unity/ political unity		
			3. Shop-window Can showcase the country to the rest of the world Or 'shop window' effect Or displays/recognises the country		
			4. Trade links If the event is successful it reflects well on the country and can increase <b>trade</b> links and investments / increases country's influence		
			5. Shift focus Reduces focus on other (perhaps controversial) political issues		
				<b>3</b> (AO3)	DNA – any negatives

Section C		
Question	Answer	Guidance
4*	<b>Level 3 (8–10 marks)</b> <ul style="list-style-type: none"> <li>detailed knowledge &amp; understanding (AO1)</li> <li>clear and consistent practical application of knowledge &amp; understanding (AO2)</li> <li>effective analysis/evaluation and/or discussion/explanation/development (AO3)</li> <li>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>	<b>At Level 3 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>detailed knowledge and understanding of all three parts of the question</li> <li>accurate explanation of the SMART principle with relevant sporting examples</li> <li>a range of reasons explained for why goals might be set</li> <li>detailed discussion of how the goals may differ for cognitive compared to autonomous performer.</li> <li>consistent and suitable sporting examples throughout</li> <li>AO1, AO2 and AO3 all covered well in this level.</li> </ul>
	<b>Level 2 (5–7 marks)</b> <ul style="list-style-type: none"> <li>satisfactory knowledge &amp; understanding (AO1)</li> <li>some success in practical application of knowledge (AO2)</li> <li>analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3)</li> <li>technical and specialist vocabulary used with some accuracy</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>	<b>At Level 2 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>good knowledge and understanding of at least two parts of the question</li> <li>accurate explanation of the SMART principle with examples given for most aspects, if not all.</li> <li>some reasons given for why goals might be set</li> <li>at the top of this level there may be attempted discussion of why the goals may differ.</li> <li>at the bottom of this level, this part of the question may be brief and lack any AO3/ discussion element</li> <li>some examples provided</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>
	<b>Level 1 (1–4 marks)</b> <ul style="list-style-type: none"> <li>basic knowledge &amp; understanding (AO1)</li> <li>little or no attempt at practical application of knowledge (AO2)</li> <li>little or no attempt to analyse/evaluate and/or discuss/explain/develop (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>	<b>At Level 1 responses <u>are likely</u> to include:</b> <ul style="list-style-type: none"> <li>some knowledge and understanding, this may cover one area in more detail or two very briefly</li> <li>basic explanation of some aspects of the SMART principle</li> <li>limited reasons given for why goals might be set</li> <li>some attempt at identifying differences may be present</li> <li>some brief examples provided</li> <li>maximum of 3 marks to be awarded for AO1 with no application.</li> </ul>

Section C		
Question	Answer	Guidance
	(0 marks) No response or no response worthy of credit.	

**Marks:** 10 (AO1 x3, AO2 x3, AO3 x4)

**Guidance:** Maximum of 3 marks to be awarded for AO1.  
Maximum of 3 marks to be awarded for AO2  
Maximum of 4 marks to be awarded for AO3

### Guidance

Examples aren't required in the 2<sup>nd</sup> and 3<sup>rd</sup> part, but credit if given

In part 3, accept examples using comparative language e.g. easier goals / shorter goals as comparisons

### Indicative Content:

AO1 - KU	AO2 – E.G.	AO3 - DEV
<b>Using sporting examples, explain what is meant by the SMART principle of goal setting.</b>		
Specific <ul style="list-style-type: none"> <li>a set area for the performer to work on</li> <li>clearly stated outcome</li> <li>physical or skill based</li> </ul>	To learn the spin serve in table tennis To improve by two levels on the MSFT	
Measurable <ul style="list-style-type: none"> <li>goals must be quantifiable / have a way of measuring them/means of knowing if you have achieved them</li> <li>a set time, distance, or number of something within the game</li> </ul>	Aiming for a javelin throw of 22 m Making three successful tackles in the game A long jumper will set a specific distance to achieve this can be measured in each competition Running a certain distance in a set time	
Achievable <ul style="list-style-type: none"> <li>must be realistic</li> <li>suitable for the performer / take into account current standard</li> <li>and within the time scale</li> </ul>	A gymnast to improve sit and reach score by 1 cm over a 5 week period To rank in the top five seeded tennis players by the end of the season, after finishing in the top seven last season To run 100m in 13.5s as pb is 13.6s	Goals that the performer and the coach have agreed and shared are more likely to be achieved and realistic to the performers ability.
Recorded <ul style="list-style-type: none"> <li>have a way of keeping track of progress and achievement</li> </ul>	Training diary/ log of results on sit and reach test Slow motion video of serve each week Write down goal of getting into 1 <sup>st</sup> netball team	

<ul style="list-style-type: none"> <li>goal is written down (so it can be ticked off when achieved)</li> </ul>		
Time phased <ul style="list-style-type: none"> <li>goals should have a time scale / clearly state when they are to be achieved</li> <li>split into short, medium and long term goals</li> </ul>	To achieve the distance in the long jump in 6 weeks To finish the season in the top half of the league To qualify for the Olympics in 4 years time	
<b>Why might a performer or coach set goals?</b>		
Increase focus		Performer will pay more attention <ul style="list-style-type: none"> <li>Will help the performer stay focused on the specific part of the sport they are wanting to improve on rather than just saying get better</li> </ul>
Increase persistence		Will help make them stick with their goal / training
Can boost confidence/ self efficacy / increase motivation		They know their coach believes they can achieve it <ul style="list-style-type: none"> <li>more likely to achieve</li> <li>mastery/ expectancy</li> </ul>
Control arousal / anxiety		Could reduce anxiety coming into a big competition as instead of getting anxious about winning or losing they will just focus on their goal <ul style="list-style-type: none"> <li>Re-define success</li> </ul>
Monitor performance		Helps to check progress towards meeting the goal <ul style="list-style-type: none"> <li>enables the coach/ performer to check if the training they are doing is working/ appropriate</li> <li>helps to break down big goals which may seem unattainable by monitoring performance along the way</li> <li>enables goal to be adapted if required</li> </ul>
Improve performance / enjoyment (accept any other benefit of goal setting)		
<b>Discuss how goals might differ for a performer at the cognitive stage of learning compared with the autonomous stage of learning.</b>		
Difficulty	A cognitive netballer to learn the footwork rule as opposed to an autonomous	Set easily achievable goals at the cognitive stage of learning <ul style="list-style-type: none"> <li>beginner needs baby steps/ chances to achieve</li> </ul>

	netball practising a one foot landing on the outside foot to take straight off again	<ul style="list-style-type: none"> <li>cognitive stage is learning the basics so goals are likely to be easier</li> </ul> <p>Compared to hard / complex goals at the autonomous stage of learning</p> <ul style="list-style-type: none"> <li>autonomous performer is fine tuning so goals are more likely to be very specific/tactical and therefore probably harder</li> <li>although they may not feel easier / harder to the performer due to the stage of learning they are at.</li> </ul>
Focus - Process/performance/product	A cognitive table tennis player's goal is to serve 7/10 into the correct area of the table, compared to an autonomous table tennis player aiming to win the league	<p>At the cognitive stage success is measured by process or performance / not product (outcome) goals</p> <ul style="list-style-type: none"> <li>the beginner is not going to aim at winning leagues or matches but just to be able to complete certain skills/ activities by a certain point in time</li> </ul> <p>Compared to autonomous performer may use product goals / aim to win leagues, trophies, beat certain opponents /achieve PBs</p> <p>Compared to autonomous performer may use process goals to refine technique / develop strategies</p>
How it is measured / recorded	<p>A cognitive tennis players coach says they have achieved a higher ball toss in the swing</p> <p>An autonomous tennis player uses slow motion cameras and a computer programme to track the trajectory of the ball toss and ball flight during the serve</p>	<p>A coach may just subjectively monitor a cognitive players performance to decide if a goal is achieved</p> <ul style="list-style-type: none"> <li>Or they may take a measure e.g. sit and reach test score</li> <li>Less formal assessment</li> </ul> <p>Compared to an autonomous performer who is likely to use more accurate / formal testing / movement analysis technology to assess if they have achieved the goal</p> <ul style="list-style-type: none"> <li>e.g. slow motion cameras/force plates etc</li> </ul>
Length of time/ reason for length of time	A cognitive sprinter may set a goal of learning how to sprint start in the next two weeks	At the cognitive stage they may have a short time frame as it won't take long to learn the basic skills/ beginner needs baby steps/ chances to achieve / builds confidence / motivation / retains focus

	<p>An autonomous sprinter might have a goal of reducing their 100m time by 1 second by the end of the season/ qualifying for the next Olympics in 4 years time</p>	<p>Compared to an autonomous performer who is more likely to have long term goals</p> <ul style="list-style-type: none"> <li>• they wont need as much confidence / motivation building from goals / less likely to give up</li> <li>• Autonomous performer don't need the building blocks to build confidence as quickly/ regularly as cognitive performers</li> <li>• Autonomous performers may set longer term goals i.e. the Olympics in 4 years or winning the league at the end of the season</li> </ul>
<p>Who sets the goal</p>	<p>A beginner volleyballer's coach might set the goal for the player whereas an autonomous volleyballer might set their own goal or agree / discuss it with the coach and set it together</p>	<p>At the cognitive stage the coach may set the goal</p> <ul style="list-style-type: none"> <li>• because the cognitive performer will probably not know what they need to work on / what is a good goal to set in terms of being specific and time phased</li> <li>• A beginner could set unachievable goals and then become very demotivated and give up</li> </ul> <p>In comparison an autonomous performer might set their own goals as they know what they want to achieve</p> <ul style="list-style-type: none"> <li>• Increase ownership / motivation</li> </ul> <p>Or an autonomous performer might agree the goals in discussion with the coach</p> <ul style="list-style-type: none"> <li>• Ensure the performer is motivated to achieve them as if the coach just set them and the performer didn't agree they might not try.</li> </ul>
<p>Goals <b>linked to</b> characteristics of stage (no credit to be given for simply describing each stage)</p>		<p>Cognitive stage of learning <b>goals might focus</b> on enjoyment / developing clear mental picture / understanding what is required / motivating learner / making skills more fluent/ develop basic skills</p> <p>Compared to autonomous stage of learning <b>goals might focus</b> on performing with little conscious control / refining skills / going back to rehearsed basics / using tactics / strategies</p>

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