OCR
Oxford Cambridge and RSA

GCE

Physical Education

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

Advanced Subsidiary 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.

Annotations

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO1 on Q4
	Cross	EG	Example/Reference / indicates AO2 on Q4
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q4
TV	Too vague	L1	Level 1 response on Q4
REP	Repeat	L2	Level 2 response on Q4
IRRL	Significant amount of material which doesn't answer the question	L3	Level 3 response on Q4
SEEN	Noted but no credit given / indicates sub-max reached where relevant		

Available but not used: 'BP' (blank page) – 'SEEN' is used; 'K' (knowledge) – Tick is used except on Q4 where 'KU' is used.

- Sub-maxes are indicated with **SEEN**; the guidance section of the mark scheme shows which questions these are relevant to.
- **KU** and **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 the extended response question (Q4), one KU or 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)		Four marks from: 1. The performer learns the new motor skill by being conditioned by a stimuli which is 'connected' to the appropriate response/ association learning to link a stimulus with a set response ... e.g. a badminton player learns to smash (response) when they see the shuttle cock high and near the net (stimuli). 2. The correct behaviour is then reinforced, ... e.g. a coach praising the player for performing the smash. 3. This forms/strengthens the stimulus response bond/ S-R bond. ... e.g. the reinforcement means the smash is more likely to be repeated next time the stimulus is present. 4. The performer will learn the skills faster if the reinforcement/ reward is given on every occasion. ...e.g. coach praises/ gives (tangible) reward every time the smash is performed correctly. 5. A process of trial and error learning occurs for this new skill ... e.g. the badminton player tries the smash shot when the shuttle cock isn't as high and it doesn't work and realises that when the shuttle cock is lower this is not the correct shot to play. 6. Reinforcement can also be negative, ... e.g. the coach would stop shouting/ correcting when the smash was performed at the right time. 7. Punishments can be given to prevent a response occurring/weaken (an incorrect) SR bond ... e.g. a player trying to smash every shot and putting the shuttlecock into the net is made to do sprints up and down the hall. 8. Environmental manipulation could improve the bond (through conditioned practices) ... e.g. a coach could draw a circle on the floor for the player to aim their smash into	**4** (4 x AO2)	The example does not have to be the same throughout the points. Must have examples to gain each mark - but **allow multiple points embedded in same example as long as applied to the sporting context given.** Highlight for numbered point, use 'e.g.' to show where application then achieves point. Tick goes next to the 'e.g.' which achieves the point. Use 'TV' if example is too vague/too generic.

Question			Answer	Marks	Guidance
			9. Shaping – learning shapes or modifies behaviour/ coach praises skills that are along the right lines/ignores techniques that are wrong ...e.g. praises that player used the correct smash action even though he hit the net. 10. Thorndikes laws should be considered (law of readiness, effect, exercise) in order for learning to be effective ...e.g. the player must be physically and mentally ready to learn the skill, must like performing the skill and must practice the skill to perfect it.		
	(b)	**(i)**	Two marks from 1. (Positive) when the learning/performance of one skill helps/aids/assists/enhances/benefits the learning/performance of another skill. 2. (Negative) when the learning/performance of one skill hinders/inhibits the learning/performance of another skill.	**2** (2 x AO1)	**Do not accept:** Positive pt1 or Negative pt2 on own as repeat of question (TV) **Accept**: other equivalent words to 'helps/aids' and 'hinders/inhibits' etc…
		(ii)	Three marks from: 1. A coach should explain to the performer when a certain practice might help the development of a skill, ... e.g. a hockey coach highlighting how the drill of 'jabbing' the cones quickly and at a stretch would help them to develop the skill of a jab tackle. 2. Activities/practices should be as true-to-life as possible so they are as **realistic/similar** as possible, ... e.g. when practising a centre pass routine in netball, having the right defending players in place and practising it at match pace. 3. (Making practices realistic) develops correct **kinaesthetic** awareness of the skill, ... e.g. practising a rugby tackle on another rugby player rather than a tackle bag and performing it when running at pace will develop more of a realistic feel for the skill	**3** (3 x AO2)	**Must have examples to gain marks.** **Accept** examples of positive transfer of tactics as well as skills. **Accept** misspelling of kinaesthetic on point 3

Question			Answer	Marks	Guidance
			4. Progressive practices can help learners by avoiding too many differing movement patterns. ... e.g. teaching a jumping overarm serve in volleyball in parts, will help a learner master each step increasing their chances of successfully learning the skill. 5. Teaching basic/fundamental skills first will help positive transfer occur across different sports, ... e.g. ensuring a young performer has learnt to throw and catch properly will increase the chances of positive transfer occurring in different ball sports, e.g. rugby, netball and rounders. 6. The **more thoroughly a skill is learnt/overlearnt** will help maximise positive transfer later. ... e.g. a gymnast learning a forward roll and breaking it down into preparation, execution and recovery, then building up a move leading into the roll will make it more likely for positive transfer to occur when putting together a tumbling routine further down the line. 7. Teaching similar skills together OR pointing out similarities with other skills (from their sport or another sport) ... e.g. when learning to serve in tennis coach points out the similarities to another skill the performer can do such as a volley ball serve ...e.g. a teacher teaching cricket and rounders fielding in the same term as the skills required are similar 8. Don't teach conflicting skills at the same time ...e.g. don't teach basketball shooting and netball shooting in consecutive lessons. 9. Coach provides positive feedback/reinforcement when skill is performed correctly/positive transfer has occurred correctly. ... e.g. coach says well done when a netballer performs the correct type of pass in basketball		**BOD** where examples for points 7 & 8 are similar even if not 100% technically accurate, e.g. forehand in tennis and pull shot in cricket

Question			Answer	Marks	Guidance
	(c)	(i)	Two marks from 1. (positive) Feedback/Reinforcement of successful movements/actions (via knowledge of performance/results). 2. Allow lots of practice/time OR trial and error/learn from mistakes. 3. Help learners to understand what went wrong during any unsuccessful movements/develop intrinsic feedback. 4. Demonstrations/visual guidance/help build mental picture. 5. Verbal guidance to highlight relevant cues. 6. Provide manual/mechanical guidance **to reduce fear/develop kinaesthesis.**	**2** (2 x AO1)	**Accept first 2 answers only** Accept any type of practice for point 2 but must refer to volume/amount of practice. Do not accept reference to 'safety' for point 6
		(ii)	Three marks from: 1) Little conscious thought is needed/movements automatic/habitual/effortless/grooved/fluent, ...e.g. a hockey player receives the ball, looks up and flicks the ball over the opponents stick quickly. 2) Performer is able to ignore distractions, ... e.g. a football player is able to block out a noisy crowd. 3) Performer can concentrate on tactics/strategies OR has spare attentional capacity, ... e.g. a volleyball player being able to change their serve to take into account the position of the opposition. 4) Performer will have quick reactions as motor programme will be properly formed, ... e.g. a wicket keeper reacting to the ball glancing the bat and using the correct technique to catch it. 5) Confident performance, ... e.g. a high jumper being confident, and knowing they can raise the bar height. 6) Performance will be of good quality/accurate and consistent/controlled/high success rate/ makes few mistakes, ...e.g. a rugby player making consistently good tackles and showing good selection of tactics knowing when to kick/ run or pass the ball.	**3** (3 x AO2)	Must have examples to gain each mark. Examples can be the same sport applied to each point or different sports for each point; **allow multiple points embedded in same example as long as applied to the sporting context given.** Accept opposites where appropriate, e.g. 'they don't need to think about the movement' (point 1); 'not distracted from performance' (point 2).

Question			Answer	Marks	Guidance
			7) Performer is able to use kinaesthesis/ internal feedback (to detect mistakes/improve performance), ... e.g. a gymnast who is able to correct their body position to prevent themselves falling off of the apparatus.		
	(d)		Six marks from: **<u>INTRINSIC</u> - Advantages (Sub-max 2)** 1. (Quicker) Quicker/Readily available as it is gained as the movement is performed so you don't have to wait/lose the impact from the delay. 2. (Concurrent) Movements can be altered during the performance so it helps improve performance there and then. 3. (Self-reliance) Performer does not need to rely on anyone else to gain this feedback, therefore can develop performance on their own. 4. (Good if autonomous) If the performer is in the autonomous stage of learning/more experienced/advanced then the feedback is likely to be correct and interpreted instantly in order to improve performance/recognise mistakes. **<u>INTRINSIC</u> - Disadvantages (Sub-max 2)** 5. (Hard for cognitive) May be interpreted incorrectly by performer if they are at the cognitive stage of learning and therefore negatively affect performance/performer may not be able to interpret information from body and therefore not respond accordingly. 6. (Sensory effectiveness) Performers, regardless of stage of learning, have different sensory effectiveness, so some will gain more feedback and be able to improve performance whereas others won't be able to gain as much and therefore not improve performance as much. **<u>EXTRINSIC</u> - Advantages (Sub-max 2)** 7. (more objective) Coach can see what is happening and give feedback/feedback may be more objective coming from an extrinsic source and performance will improve 8. (more reliable) Feedback from others (with more knowledge) likely to be more reliable/accurate, therefore improving performance 9. (Motivation) Can help improve motivation if coach gives certain points to work on and therefore performance may improve quicker. 10. (better for cognitive) cognitive learners need external feedback as they do not have the experience to know if they were successful (therefore performance is likely to improve quicker)/ need expert advice to correct technique	**15.**	**Be careful of candidates confusing feedback with motivation** **Accept** 'coach can spot things that you may miss' for point 7.

Question			Answer	Marks	Guidance
			<u>EXTRINSIC</u> - Disadvantages (Sub-max 2) 11. (inaccuracy) Feedback may be inaccurate/unreliable and result in incorrect performance. 12. (motivation losses) Feedback can reduce performers motivation and performance can deteriorate. 13. (over reliance) performer becomes over reliant on extrinsic feedback/ relying on extrinsic feedback regularly does not develop kinaesthetic awareness therefore the performer cannot correct their own mistakes when performing. 14. (overload) Too much feedback/from too many sources could overload the performer. **Overall comment – award regardless of sub-max** 15. Learning is likely to be most effective when both types of feedback are used at the same time as this will allow the performer to develop intrinsic feedback.		
2	**(a)**		Six marks for: 1. (Cognitive description) **Cognitive** component is our beliefs/knowledge that are (formed through past experiences and from others) (AO1) 2. (Cognitive example) you know/believe/think spinning class is good for our health (AO2) 3. (Affective description) **Affective** element refers to our emotional reactions towards an attitude object/whether we like or dislike something (AO1) 4. (Affective example) You enjoy going to spinning class and feel good after going (AO2) 5. (Behavioural description) **Behavioural** element is how we actually behave/react/respond, (which may/may not reflect our cognitive belief) (AO1) 6. (Behavioural example) You go to a spinning class twice a week (AO2)	**6** (3 x AO1 3 x AO2)	**Example must be the same throughout answer and applied to the different components.** Can award example points (2, 4, 6) without description <u>if link to component is clear</u>. **Accept** any relevant sport or exercise example. Components may conflict, for example, Know running is good for us, but don't like doing it so don't do it. **BOD 'E<u>E</u>ffective' Pt3 and pt4**

Question			Answer	Marks	Guidance
	(b)	(i)	1. A **decrease/decline/reduction** in performance due to the presence of others/an audience/a crowd, (who may be watching or competing)	**1** (1 x AO1)	**Do not accept** reference to surroundings; must be some reference to other people **Do not accept** 'inhibits performance' **BOD** ' presence of co-actors'
		(ii)	Three marks from: 1. Imagery techniques/selective attention to shut out/block out the audience. 2. Relaxation techniques (e.g. deep breathing) to help the performer relax and reduce tension. 3. Train in front of an audience/ with loud noise/playing crowd noise to enable the performer to get used to it. 4. Support from peers and coach to reassure performer. 5. Thought stopping (e.g. count to 10) can help performer control thoughts/worry about nerves and the audience. 6. Over-learn/rehearse/practice/groove skills to ensure they are automatic/correct dominant response so that when the performer gets nervous/increases in arousal the correct response is still performed. 7. Decrease the importance of the event	**3** (3 x AO1)	**Mark first three answers only** **Do not allow methods with no description.** **Allow description of any valid named techniques (e.g. Pts 2 and 5)**
	(c)		Four marks from: **Trait theory (sub max 2)** **Positives (sub max 1 for positives)** 1. (If the theory is correct) personality/behaviour can be predicted. 2. (There is some evidence) personality is influenced by genetics/innate e.g. aggressive tendencies **Negatives** 3. Trait theory may be deemed to not be accurate as not likely to just be genetic input that determines our personality. 4. Doesn't account for how personality seems to change in different environments if it is just based on traits/ doesn't account for free will/ too deterministic/ doesn't account for upbringing/socialisation	**4** (4 x AO3)	

Question			Answer	Marks	Guidance
			5. Identical twins who are brought up in different environments do not demonstrate the same personality therefore suggesting it's not just traits that determine personality. **Social learning theory (sub max 2)** **Positives (sub max 1 for positives)** 6. Bobo doll experiment supports the idea/ adds validity 7. (There is evidence to suggest) some aspects of personality are learned by watching and copying (significant) others/ role models/ environment **Negatives** 8. Social learning theory may be viewed as too simplistic as it is not likely to be just our environment that determines our personality/ doesn't account for inherited personality traits. 9. Children/Siblings/twins brought up in the same way don't always display the same personality. 10. If the theory was true we would all have the same personality/copy our role models		
	(d)	**(i)**	Three marks from (mark 1st three only): 1. (Increase) motivation. 2. Build confidence. 3. Encourage persistence. 4. Alleviate anxiety/stress. 5. Control arousal. 6. Improve performance/ specific skills/ techniques/ fitness/ tactics/ peak at a certain time. 7. Improve focus. 8. Monitor/measure/track progress/ see improvements	**3** (3 x AO1)	**Mark First three attempts only** **Pt2 - self efficacy = BOD**
		(ii)	Three marks from: 1. (**Measurable**) – goals must be assessed/have a way of measuring them/means of knowing if you have achieved them/for example running a distance in a set time/scoring a certain number of goals/hitting a certain numbers of points on a target. ...e.g. a long jumper will set a specific distance to achieve this can be measured in each competition	**3** (3 x AO2)	**Learners must use THE SAME sporting example throughout to gain marks – first example which gains marks must be carried through.** **Each point must be linked to the example**

Question			Answer	Marks	Guidance
			2. (**Achievable**) - must be realistic or achievable or suitable for the performer/goals that the performer and the coach have talked about and shared are more likely to be achieved and realistic to the performers ability. ...e.g. it would be unachievable for the long jumper to improve by 1 metre in 6 weeks but 10cm may be achievable 3. (**Time** phased) – goals should have a time scale in which they are to be achieved (split into short and long term goals) ... e.g. the long jumper will give themselves 6 weeks to improve.		Learners must show some attempt at explanation in order to gain mark. Examples of how they are measurable, time phased etc can be accepted as an explanation.
3	**(a)**	**(i)**	(An obsession with) the combination of physical endeavour/trying hard/effort **and** moral integrity/being honourable/showing sportsmanship/fair play/being truthful.	**1** (1 x AO1)	**Do not accept** muscular Christianity alone Answers must include both physical effort **and** moral aspect for a mark.
		(ii)	Three marks from: 1. The boys taking the games to university (and standardised the rules)/ became teachers and took the games to **other** schools 2. The boys codifying the rules/ forming national governing bodies 3. Some of the boys became missionaries/clergy and took the games abroad/spread within their parish 4. Some of the boys joined the army/became officers and took the games abroad/around the Empire. 5. The boys set up clubs/leagues in their towns/local communities/world wide/ taught games to their children 6. They set up factory teams and leagues/ became industrialists and introduced games to workforce. 7. Became community leaders/politicians and set up local teams/acts of parliament	**3** (3 x AO1)	**Mark first 3 answers only** **Do not accept any reference to teaching back at their own school or any other Clarendon schools, or Oxbridge Blues (due to not spreading FROM public schools)** **Pt 2 - accept examples of NGBs e.g. FA** **Pt 3 - accept any examples of clergy roles e.g. vicar, minister**

<table>
<tr><th colspan="3">Question</th><th>Answer</th><th>Marks</th><th>Guidance</th></tr>
<tr><td></td><td>(b)</td><td></td><td>Six marks from:

<table>
<tr><th>Statistic</th><th>Possible reasons</th></tr>
<tr><td>Participation has increased for both genders over the last ten years,
OR
Increased from 39.4 % to 40.5 % for men and 30.1% to 31.9 % for women
OR
Increased by 1.1% for men and 1.8% for women
Female participation has increased by a greater percentage than male participation
OR
At the highest points a 1.4 % increase for males and a 1.8 % increase for females (allow other statistics that infer the same)</td><td>1. Increase as more opportunities/ facilities available in sport and physical activity, e.g. more activities on offer at a local sports centre.

2. Increases due to people having more time due to less working hours/ flexible working hours/ shift work / more holidays.

3. Increases due to having more money therefore enabling people to be able to afford to take part in sport.

4. Increase due to more awareness of the health benefits

5. More media coverage of sport has led to more awareness and therefore participation

6. Increase due to impact of (London 2012) Olympics

7. Increase due to compulsory PE in schools (2 hrs per week) translating to more adults engaged in sport.

8. Increase due to more focus on females as a minority group by organisations such as Sport England/ campaigns such as This Girl Can/ or equivalent.

9. More female (Elite) success has led to more role models/ funding e.g. England woman’s football

10. There are more female presenters inspiring people to take part.

11. Reduced gender discrimination/acceptability (in society) has led to an increase in female participation e.g. golf clubs and boxing clubs</td></tr>
</table></td><td>6
(6 x AO3)</td><td>Answers must make reference to statistical data (allow more than one point per statistic)</td></tr>
</table>

Question			Answer		Marks	Guidance
			Female participation still lower than male participation. OR Female participation lower than male by 8.6%/ OR Male participation = 40.5 % compared to 31.9 % for females	12. May be due to women having less time due to them traditionally looking after children/ earning less money so having to work longer hours. 13. Stereotypes that sport is unfeminine still exist (and therefore put women off) 14. However still less female coverage/role models therefore overall participation is lower for females		
			Decrease in male participation in 2015-2016 OR Decrease in male participation from 41.8% in 2008/9 to 40.5 % in 2015/16 OR Plateau in female participation	15. Could be due to the recession and people having less time due to having to work more or having less money available for 'extra' activities like sport. 16. could be due to an increase in sport being available on television/online therefore developing more of a spectator society/arm chair culture 17. Could be an indicator that participation rates after London 2012 were not sustainable		

Question			Answer	Marks	Guidance
	(c)		Four marks from: **Sport is safer:** 1. Officials/coaches now have legal 'duty of care' to keep players safe on the field/prevent negligence e.g. rugby referees being sued for not maintaining safety in the scrum. 2. Organisers have a legal 'duty of care' to keep spectators spectator safe/prevent negligence e.g. Hillsborough, Bradford fire. **Sport is fairer:** 3. Players are protected by legal contracts – e.g. Bosman ruling. 4. Stricter laws/ more severe sanctions control (deviance) e.g gambling / match fixing/ illegal ergogenic aids. **Sport is more equal:** 5. Equality laws prevent discrimination in sport on basis of gender or race e.g. Eva Caneiro and Chelsea FC, Golf clubs no longer allowed to ban women. **Sport is less violent:** 6. Violence on the field is more likely to be dealt with by legal proceedings – assault e.g. Duncan Ferguson 7. Laws aimed at limiting spectator violence/ hooliganism e.g. removing passports before international games. **Court of arbitration for sport** 8. Organisation created (1981) to deal with disputes in sports law.	**4** (4 x AO1)	Allow marks embedded in examples Pt1 - Bod any reference to rules/equipment that improves safety

Question			Answer	Marks	Guidance
	(d)		Six marks from **Submax four marks from:** (Berlin, 1936) 1. Games were used as an opportunity for political **propaganda** for the Third Reich/ Hitlers **propaganda/ ideology** 2. Used to showcase the Nazi Party/ to show German/ Aryan supremacy/ Master race. 3. Used to show efficiency of the Germany under Nazi control e.g. completing stadium on time, big Olympic village etc. 4. German athletes trained full time prior to the games to show their supremacy 5. Lutz Lang was broadcast as a model of Nazi party/ intended to show their superiority as a race. 6. Removed anti- sematic / Jewish posters making it look better to outside world. 7. African-American athlete/ Jesse Owens won medals causing an upset/ Hitler wouldn't place medals on his neck/ shake his hand. **Submax four marks from:** (Mexico City, 1968) 8. Countries threatened to boycott the games if South Africa were allowed to attend the Games due to the apartheid. 9. African American athletes (Tommy Smith and John Carlos) used medal ceremonies to protest about lack of (civil) rights in the USA. 10. Protest known as black power salute/ demonstration. 11. Athletes wore gloves/ raised hands to symbolise black power and unity or wore black socks/carried their shoes to represent black poverty or black scarfs to represent lynching. 12. Peter Norman/Australian/2nd placed athlete wore a human rights badge/ suggested the use of black gloves to the others.	**6** (6 x AO2)	Pt. allow description of Aryan characteristics

Section B

Question	Answer	Guidance
4*	**Level 3 (8–10 marks)** • detailed knowledge & understanding (AO1) • clear and consistent practical application of knowledge & understanding (AO2) • effective analysis/evaluation and/or discussion/explanation/development (AO3) • accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	**At Level 3 responses <u>are likely</u> to include:** • detailed, accurate and well developed explanation of all 4 stages of observational learning. • relevant range of sporting examples to support explanation of all 4 stages. • range of positives and negatives for **both** types of motivation. • at the top of this band some general conclusions of motivation should be present. • at the bottom of this band there may only be a few evaluative points for **both** types of motivation or may be slightly unbalanced. • correct technical language is used throughout • AO1, AO2 and AO3 all covered well in this level.
	Level 2 (5–7 marks) • satisfactory knowledge & understanding (AO1) • some success in practical application of knowledge (AO2) • analysis/evaluation and/or discussion/explanation/development attempted with some success (AO3) • technical and specialist vocabulary used with some accuracy • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	**At Level 2 responses <u>are likely</u> to include:** • competent explanation of the 4 stages of observational learning. • some sporting examples to support explanation of the stages. • a few of positives and negatives for the types of motivation, but is likely to be unbalanced. • at the top of this band there should be evaluative points for **both** types of motivation. • at the bottom of this band there may only be some attempt at evaluation of the types of motivation and there may be some inaccuracies. • there may be some inaccuracies in the use of technical vocabulary • maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.

Question	Answer	Guidance
	Level 1 (1–4 marks) • basic knowledge & understanding (AO1) • little or no attempt at practical application of knowledge (AO2) • little or no attempt to analyse/evaluate and/or discuss/explain/develop (AO3) • technical and specialist vocabulary used with limited success • 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.	**At Level 1 responses <u>are likely</u> to include:** • basic explanation of observational learning, but this may include inaccuracies . • there may be a few attempted, if any sporting examples to support explanation. • limited, if any evaluation of types of motivation, may be limited to either positives or negatives or only one method discussed • maximum of 3 marks to be awarded for AO1 with no application.
	(0 marks) No response or no response worthy of credit.	

Question	Indicative content	Marks	Guidance
4*	**Background** 1. Observational learning states our behaviour is formed by copying others (AO1) 2. Copying is more likely to occur if a significant other is observed (AO1) 3. Reinforcement makes copying more likely to occur (AO1) 4. Theory derives from the 'Bobo doll' experiment (AO1) **Bandura's theory/ processes** 5. **Attention** is the first process (AO1) 6. In order for an individual to be able to copy a demonstration they must **pay attention to the demonstration**. (AO1) 7. They must focus on the important cues. (AO1) …E.g. If a coach is showing a netball player how to shoot they player must watch the demonstration carefully in order to be able to copy it. (AO2) …E.g. the coach will highlight the cues and coaching points and the player must listen carefully in order to be able to copy it. (AO2) 8. The amount of attention paid to the demonstration will be influenced by how interested the performer is/ how motivated they are to be able to perform the skill/ perceived attractiveness of the model. (AO1) 9. The status/importance of the model (AO1) ….E.g. if the model is of high status/ older then the learner may pay more attention, for example more attention may be paid to a county footballer doing a demonstration of shooting than of a fellow school player. (AO2) 10. Attention span of observer will also affect how much attention can be paid. (AO1) …E.g. if the learner has a long attention span then they may be able to really pay attention to a hockey coach showing them some different ways to take a penalty shot (AO2) 11. Incentives will also influence how much attention is paid. (AO1) … E.g. if there is a reward for being able to copy the skill or by copying the skill it means the learner can score/ perform a trick/ get round a defender then they may be more motivated to watch the demonstration closely in order to copy it. (AO2)	**10** (AO1 x3, AO2 x3, AO3 x4)	

Question	Indicative content	Marks	Guidance
	12. **Retention** is the second process (AO1) 13. Observer must be able to remember the model that is presented. (AO1) 14. Needs to create a mental picture of the process. (AO1) …E.g. the learner must be able to remember the stages of the triple jump in order to be able to repeat it. (AO2) 15. Repetition of the demonstration will help improve retention. (AO1) …E.g. The table tennis coach could repeat the serve several times in order to help the learner remember the key points. (AO2) 16. Mental rehearsal can improve retention. (AO1) …E.g. a basketball player may imagine themselves performing a free throw in order to remember/ rehearse the key coaching points. (AO2) 17. **Motor reproduction** is the third process. (AO1) 18. The observer must be physically **and** mentally able to imitate the skill being observed. (AO1) 19. Demonstrations need to be matched to the level of the learner. (AO1) …E.g. a learner must be physically able to perform the gymnastic tumbling routine in order to be able to replicate it. (AO2) 20. Feedback is important to make sure the motor reproduction matches the model. (AO1) …E.g. a coach giving the swimming verbal feedback on their dive and how to improve it to make sure it matches the technical model of the demonstration. (AO2) 21. **Motivation** is the final process (AO1) 22. The learner must be motivated if learning is to take place. (AO1) …E.g. a learner must want to practice the rugby tackle in order for them to be motivated to learn how to do it. (AO2) 23. Extrinsic feedback/reinforcement of the model will increase a learner's motivation to imitate it. (AO1) …E.g. if supporters cheer a cricketer performing an overarm bowl successfully then the learner will be more motivated to learn and copy the skill (AO2)		

Question	Indicative content	Marks	Guidance
	Evaluating + and – different types of motivation **Intrinsic** 24. Intrinsic motivation comes from within the individual (AO1) …E.g. wanting to complete a marathon for fun (AO2) 25. (Positive) Intrinsic rewards may be more 'valuable' with the individual taking part for their own gain/ benefit, i.e. satisfaction/ to win/ pride/ enjoyment. (AO3) 26. (Positive) Intrinsic motivation may encourage lifelong participation/ be more long term (AO3) 27. (Positive) Intrinsic motivation is more self-sufficient i.e. you don't need anyone else to be present/ notice. (AO3) 28. (Negatives) intrinsic motives such as fun and enjoyment may disappear due / intrinsic motivators may not be enough to maintain the motivation to participate. (AO3) 29. (Negative) A cognitive learner may find it difficult and not that enjoyable so may require more than just intrinsic motivation to keep them persisting in the learning. (AO3) **Extrinsic** 30. Extrinsic motivation comes from sources outside of the individual. (AO1) …E.g. rewards such as medals/ badges/ prizes/ money. (AO2) 31. (Positive) Extrinsic rewards may have more of a significant impact (AO3) 32. (Positive) Extrinsic rewards such as badges may be a very effective way to get children to start to learn a sport (AO3). 33. (Positive) Extrinsic rewards may improve confidence (AO3) 34. (Negative) It has been suggested that extrinsic motivation may undermine/ not be as valuable as intrinsic motivators. (AO3) 35. (Negative) Extrinsic motivation may not lead to long term participation/ may lose effect. (AO3) 36. (Negative) If extrinsic rewards are removed motivation may decline, i.e. once you have achieved all the badges, been given money or trophies etc. 37. (Negative) may be demotivating if you don't achieve the 'level' required for extrinsic reward i.e. swimming badge (AO3) **Conclusions** 38. The effect of different sources of motivation will differ for different individuals/ it is therefore hard to say one is better than the other. (AO3) 39. It depends on how much emphasis /importance is placed upon the reward/ affected by perception of reward. (AO3) 40. To increase the chances of continued participation/ performance there needs to be a balance between **both** types of motivation. (AO3)		Can credit opposites – but only gain credit for intrinsic or extrinsic – unless candidate has been explicit that it is comparison/ about both sources.

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