GCE

Physical Education

H555/02: Psychological factors affecting performance

Advanced GCE

Mark Scheme for November 2020

Oxford Cambridge and RSA Examinations

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.

© OCR 2020

1.   Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
✔	Tick	KU	Knowledge and understanding / indicates AO1 on Q8
✘	Cross	EG	Example/Reference / indicates AO2 on Q8
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q8
TV	Too vague	L1	Level 1 response on Q8
REP	Repeat	L2	Level 2 response on Q8
S	Indicates sub-max reached where relevant	L3	Level 3 response on Q8
SEEN	Noted but no credit given	BP	Blank page
IRRL	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 <u>instead</u> 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			Two marks from: <table><tr><td>1. Massed practice example</td><td>A tennis player repeatedly rehearsing the serve without a rest period</td></tr><tr><td>2. Distributed practice example</td><td>A basketball player doing ten free throws then resting, then repeating free throws. Or A rugby player rehearsing kicking for 6 mins then having a rest/distraction by playing Frisbee, then returning to kicks</td></tr></table>	**2** (AO2)	**Accept** any suitable example Examples must relate to the skill being practiced rather than a sport.
2			One mark from: <table><tr><td>1. Performance</td><td>As arousal increases, performance increases/ improves</td></tr><tr><td>2 Dominant habit/response</td><td>As arousal increases, emission of dominant response increases</td></tr><tr><td>3 Skilful</td><td>Experts dominant response is skilful / correct</td></tr></table>	**2** (AO1)	
3			Two marks from: <table><tr><td>1. Ability</td><td>e.g. I am/not a fast sprinter</td></tr><tr><td>2. Luck</td><td>e.g. We were unlucky to lose todays football game /lucky to win</td></tr><tr><td>3. Task difficulty</td><td>e.g. We were playing a much lower ranked team or e.g. Opposition are top of the league</td></tr><tr><td>1. Pitch</td><td>e.g. The pitch was in good condition / slippy</td></tr><tr><td>2. Referee</td><td>e.g. The referee was biased against us</td></tr><tr><td>3. Weather</td><td>e.g. we lost because the weather was awful</td></tr><tr><td>4. Form</td><td>e.g. our rugby superstar wasn't on form today</td></tr></table>	**2** (AO2)	Mark 1st two only **Accept:** other relevant practical examples and attributions given for a win or a loss

Section A					
Question			**Answer**	**Marks**	**Guidance**
4			Two marks from: 1. Motivated / enthusiastic / persistent 2. Clear goal / vision / organised 3. Empathy / understanding of other's needs / can see alternative points of view 4. Good knowledge of the sport 5. Charisma / motivating / has presence / inspiring / is respected 6. Ambitious 7. Well-developed perceptual / decision making skills. 8. Confident 9. Being good at the sport / high ability / talented / experienced (at the sport or leadership) 10. Flexible / adaptable / changes leadership styles 11. Listening skills	**2** (AO1)	Mark 1st two only **Do not accept:** Good communication skills (RQ)

5			Two marks from:		**2** (AO2)	Mark 1st two only
			1. Weapons / objects	e.g. Ice hockey stick / Hockey stick / golf club / baseball bat / opposition shirt		**Accept** other suitable practical examples
			2. Nature of game / sport	Boxing / Ice Hockey / Rugby		
			3. Places	Playing at a football pitch where you've been injured in a previous fixture / boxing ring		
			4. People	Playing rugby against a close rival / being provoked by someone verbally abusing you in rugby / high tackle in rugby / being fouled with a bad tackle in football		
			5. Nature of event	Derby match		
			6. Perceived unfairness	Incorrect referee decision		
			7. Witnessing violence	Seeing team mate punched		

Section B					
Question			**Answer**	**Marks**	**Guidance**
6	**(a)**		Six marks from: <table><tr><td>1. Simple skill example</td><td>Running / forward roll / sprint start / long jump / front crawl</td></tr><tr><td>2. Reason</td><td>Doesn't require much decision making / perception / info processing / judgments or low perceptual load or **Technically** easy</td></tr><tr><td>3. Closed skill example</td><td>Free throw in basketball / Badminton serve / 100m sprint</td></tr><tr><td>4. Reason</td><td>Not affected by environment or movement patterns don't change / are fixed</td></tr><tr><td>5. Fine skill example</td><td>Throwing a dart / finger action in pistol shooting / wrist action in bowling / snooker shot / shot in archery</td></tr><tr><td>6. Reason</td><td>Small muscle movements or precision is important</td></tr></table>	**6** (AO2)	**Accept** any suitable examples as long as justification is correct **Do not accept:** 'Easy' on it's own for pt 2

(b)	**(i)**	Three marks from:		**3** (AO2)	**Do not accept**: Positive reinforcement (RQ)

1. Connectionist / S- R bond	The badminton player learns to connect the stimulus of the high shuttle cock to the response of performing a smash.
2. Manipulation of environment	Coach could draw a large chalk circle on the floor to aim smashes into
3. Shaping	Coach praises that the player used the correct smash action even though he hit the net
4. Trial and error	The badminton player learns through trial and error / experimenting with different ways of smashing the shuttlecock
5. Negative Reinforcement	The teacher will stop telling / shouting at them to move into the correct position when the smash is performed well
6. Punishment / law of effect - annoyer	When the teacher shouts at the player for hitting the shuttle into the net they will learn not to hit the shuttle the same way again
7. Thorndikes laws / law of readiness / law of exercise	The player needs to practice serves to learn them / strengthen S – R bond or The player needs to be physically / mentally ready to learn to smash in order to learn successfully

Points must be applied to sporting example

Allow multiple points embedded in same example as long as applied to the sporting context given.

(b)	(ii)	Two marks from:	2 (AO3)	Submax 1 mark for just positive or just negative points

		1. Effective (+)	Effective as rewards reinforce the type of behaviour required / S-R bond
		2. Easy (+)	Can be easy to give, e.g. stickers / badges / praise
		3. Young / beginners (+)	Very effective for young performers / in early stages of skill learning
		4. Quick (+)	Can speed up the process of learning a new skill
		5. Motivating (+)	Rewards motivate people / give incentive if trial and error is failing
		6. Take away enjoyment (-)	Reward can become more important than doing the activity for its own sake / enjoyment of activity
		7. Incorrect timing (-)	If used at the wrong time can strengthen an incorrect S-R bond
		8. Expect rewards (-)	Could expect rewards every time they learn a new skill or not motivated to learn a new skill unless there is a reward available or when rewards run out participation / motivation can be lost or reward becomes meaningless / ignored if overused

(c)	(i)	Three marks from:	3 (AO1)	Each stage must be named in order to gain the mark.

		1. STSS/Sensory memory/register	Very large / unlimited
		2. STM	5-9 items / 7+/- 2 items
		3. LTM	Limitless / endless / unlimited

	(ii)	Two marks from:		Mark 1st two only

		1.	Chunking / grouping
		2.	Rehearsal / practice / repetition
		3.	Association / linking
		4.	Relevant / meaningful
		5.	Avoid overload

Accept: mental rehearsal for pt 2.

(d)		Four marks from:		4 (AO3)	**Accept:** Answers that refer to 'performer' (they don't have to state expert)
		1. Negative (+)	Informs them what they are doing wrong / need to change		
		2. Negative (+)	Helps them to fine tune performance more / make those final improvements		
		3. Negative (+)	Could motivate them to improve more / prevents drive reduction / shouldn't lose motivation		Sub-max of 3 for each area
		4. Negative (-)	Could demotivate some experts (if overused)		
		5. Negative (-)	Doesn't necessarily tell a performer what they need to do, it could just tell them what they are doing wrong		
		6. Negative (-)	If feedback is inaccurate can hinder performance		
		7. Negative (confidence)	Shouldn't lower self-confidence (in an expert)		
		8. Negative feedback (expert)	May focus more on negative feedback as they are expert performer or effective if given by an expert / provide their own negative feedback		
		9. KOP (+)	Helps them to understand 'how' to refine technique / which parts of technique to repeat		
		10. KOP (+)	If received during performance (concurrent), it allows adjustments of the movement whilst performing / immediately		
		11. KOP (+)	Can inform that the technique is correct even if the outcome is wrong		
		12. KOP (-)	If feedback is inaccurate can be detrimental to performance		
		13. KOP (-)	Doesn't inform the expert of the end result /outcome		
		14. KOP (intrinsic)	Experts can also gain KOP through kinaesthetic awareness / intrinsically		

7	(a)	(i)	One mark from:	1 (AO1)	

One mark from:

1. Definition	What makes a person unique or characteristics / traits that influence behaviour or characteristics that produce consistent patterns of behaviour

(ii)	Two marks from:	2 (AO1)	Submax one for stable Submax one for extrovert **Accept:** any linked behaviour

Stable

1.	Predictable / calm / even tempered / controlled / constant
2	Doesn't experience high stress / recovers from stressful situations easily

Extrovert

3.	Sociable / outgoing / seeks excitement / may lack concentration
4.	Aroused more slowly than introverts

(iii)	Two marks from:	2 (AO3)	Mark 1st two only

1.	(More realistic than trait theory as) it explains how the environment can trigger inherited traits or takes into account the effect of both traits and the environment
2.	It explains why our behaviour is often unpredictable or explains why an individual might act differently in different situations (e.g. takes control on football pitch but quiet in English lessons)
3.	Explains why people in the same environment behave differently

(b)	**(i)**	Two marks from: <table><tr><th>Technique</th><th>Example</th></tr><tr><td>1. Positive thinking / self-talk</td><td>8. A rugby player is kicking for a conversion and tells herself she can do it</td></tr><tr><td>2. **Negative** thought stopping</td><td>9. A javelin thrower is getting ready to throw but starts worrying they will cross the line after they have thrown. As soon as he starts to think this he stops this thought</td></tr><tr><td>3. Rational thinking</td><td>10. If an Olympic hurdler starts to worry about their upcoming race they will start to think about all the times they have won and how well they did in qualifying</td></tr><tr><td>4. Mental rehearsal</td><td>11. A golfer closes their eyes and pictures themselves making the putt and the ball going in the hole</td></tr><tr><td>5. Imagery</td><td>12. When a boxer is getting too nervous before a fight he might imagine he is on a beach</td></tr><tr><td>6. Goal setting</td><td>13. A hockey player may set a goal to making 3 interceptions and 2 block tackles</td></tr><tr><td>7. Mindfulness</td><td>14. A gymnast might be worrying about the next routine but decided to meditate / use mindfulness to find a calm space in her head.</td></tr></table>		**2** (1 x AO1 1 x AO2)	Mark 1st one only Submax one for technique Submax one for example of use

		(ii)	Two marks from: <table><tr><th>Technique</th><th>Example</th></tr><tr><td>1. Progressive muscular relaxation</td><td>5. A netball player tenses and relaxes her muscles working from her feet to her head</td></tr><tr><td>2. Biofeedback</td><td>6. A swimmer might use heart rate monitor in her pre-race preparation to help her recognise when she is becoming too anxious in order to control her anxiety levels before the race starts.</td></tr><tr><td>3. Centring technique</td><td>7. A footballer goes to a quiet room to focus his concentration on the centre of his body enabling him to focus his mind.</td></tr><tr><td>4. Breathing control</td><td>8. A volleyball player takes deep slow breaths before taking the serving position.</td></tr></table>	**2** (1 x AO1, 1 x AO2)	Mark 1st one only Submax one for technique Submax one for example of use
(c)	**(i)**		Three marks from: <table><tr><td>1.</td><td>Focus attention</td></tr><tr><td>2.</td><td>Increase motivation</td></tr><tr><td>3.</td><td>Build confidence / self efficacy</td></tr><tr><td>4.</td><td>Increase persistence</td></tr><tr><td>5.</td><td>Reduce / control anxiety / stress</td></tr><tr><td>6.</td><td>Control arousal</td></tr><tr><td>7.</td><td>Improves performance / technique / fitness / tactics</td></tr><tr><td>8.</td><td>Helps performers to develop strategies</td></tr><tr><td>9.</td><td>Helps training to be more specific</td></tr></table>	**3** (AO1)	Mark 1st three only **Do not accept** Measures progress (RQ)

		(ii)	Three marks from:	**3** (AO3)	Answers need to show whether / how the goal is effective or ineffective.

Three marks from:

Effective because

1. Specific	It's specific as it is focused on flexibility and the test is specific for lower back and hip flexibility / which is what the gymnast needs to improve on / specific to her sport Or It's specific as it clearly states the intended outcome which is to improve to 30cm
2. Measurable	it's measurable / uses scores as a measure
3. Recorded	the coach gave a log book to record / monitor the results
4. Time phased	it's time phased / there is a timescale of 1 month

Ineffective because

5. (Not) specific	Doesn't focus on developing the full range of hip / lower back flexibility which a gymnast will need
6. (Not) achievable	it's not very achievable / realistic to go from 8cm to 30cm in one goal / should be broken down into short term goals
7. Too short time scale	it's too short a timescale
8. (Not) agreed	The coach set the goal for the gymnast without agreement / lack of ownership

(d)	Five marks from:		5 (AO3)
	1. Performance accomplishments – failure	Previous failure / poor past experience or not had previous success	
	2. Performance accomplishments – attribution	If the reason for previous failure was attributed to uncontrollable / stable reasons / learned helplessness (which links with low S.E.)	
	3. Vicarious experience – someone fail	Seeing someone (in their class / peer group) fail	
	4. Vicarious experience – someone different succeed	Seeing others succeeding that are older / more advanced could make them believe they won't be very good	
	5. Verbal persuasion - message	Not received any encouragement / positive feedback when they have tried or overuse of negative feedback	
	6. Verbal persuasion – significant other	**Parents / coach / significant other** don't encourage / tell them they are no good	
	7. Verbal persuasion – friends tease them	If friends tease them for wanting to try an activity / peer pressure	
	8. Emotional arousal	Doesn't have effective strategies to control arousal or over arousal / under arousal	
	9. Emotional arousal	Perceives physiological changes as worrying rather than preparation for action	
	10. Behaviour/ performance	This low self efficacy might mean that they don't try the activity because they think they won't be very good at it which then further reinforces the low self efficacy	
	11. More components	The more components that are negative the greater the chance of developing low self efficacy	

Levels of response MS for H555/02

<table>
<tr>
<th colspan="3">Section C</th>
</tr>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Guidance</th>
</tr>
<tr>
<td>8*</td>
<td>

Level 3 (8–10 marks)
- detailed knowledge and excellent understanding (AO1)
- well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2)
- detailed analysis and critical evaluation (AO3)
- very 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.

</td>
<td>

At Level 3 responses <u>are likely</u> to include:

- Detailed discussion of all three theories, covering the extent to which the theories support the statement.
- Thorough understanding of all four types of guidance
- Successful application to sporting context of all guidance types.
- At the top of this level learners may have drawn conclusions regarding the extent to which theories support the statement/ may have concluded that guidance types may be used in combination. Some explanation of guidance might also be present
- AO1, AO2 and AO3 all covered well in this level.

</td>
</tr>
<tr>
<td></td>
<td>

Level 2 (5–7 marks)
- good knowledge and clear understanding (AO1)
- independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2)
- good analysis and critical evaluation (AO3)
- generally accurate use of technical and specialist vocabulary
- there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.

</td>
<td>

At Level 2 responses <u>are likely</u> to include:
- Good knowledge of all three theories of leadership.
- Some discussion as to the extent of which the theories support the statement.
- Good knowledge of guidance methods
- Successful application to sporting context of some guidance types.
- maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.

</td>
</tr>
<tr>
<td></td>
<td>

Level 1 (1–4 marks)
- satisfactory knowledge and understanding (AO1)
- occasional opinion and judgement but often unsupported by relevant practical examples (AO2)
- limited evidence of analysis and critical evaluation (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.

</td>
<td>

At Level 1 responses <u>are likely</u> to include:
- Satisfactory knowledge of some theories of leadership
- Little, if any, success at discussing the extent to which the theories support the statement
- There may be more focus on describing / explaining the theories.
- Some satisfactory understanding of guidance types and there could be some supported Egs present
- maximum of 3 marks to be awarded for AO1 with no application.

</td>
</tr>
<tr>
<td></td>
<td>**(0 marks)** No response or no response worthy of credit.</td>
<td></td>
</tr>
</table>

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

Indicative Content

AO1 - KU	AO2 – E.G.	AO3 - DEV
'Leaders are born, not made.' Discuss this statement with reference to the three theories of leadership.		
Trait theory		
1. Trait theory		This theory fully supports the statement.
2. Trait theory states that people are born with characteristics that make them good leaders. (innate / inherited / genetic) • Leadership traits are stable / enduring / predetermined	e.g. charisma, confident	Trait theory agrees with this statement • Born with the predisposition to lead • Innate characteristics to lead
3. Trait theory does not take into account the environment or other people at all.		The statement disregards any situational influences
4. Great man theory	e.g. if you are a leader you can lead any size team, for any sport, at any level because they are simply born a leader.	Suggests that only sons inherit the necessary qualities of leadership or only men are born leaders
Social Learning Theory		
5. Social learning theory		This theory fully disagrees with the statement / does not support the statement that leaders are born not made
6. Social learning theory states that leadership characteristics are learned from others. • You are more likely to copy the behaviour if the person is of a higher status / role models • This learning is by watching other leaders be both successful and unsuccessful.	e.g. you are likely to copy the leadership behaviours of the school netball captain. e.g. watching someone lead the football team badly would enable you to not make the same mistake when you were leading.	This theory would suggest the opposite of what the statement says, i.e. that leaders are made / learn to be leaders (not born)
7. Leadership behaviour considers the social environment you've been exposed to		This theory states it's not the traits that you have been born with that determine if you're a good leader but the social environment you've been exposed to so disagrees with statement
8. Leadership behaviour is learned if it is reinforced / vicarious reinforcement	e.g. If a hockey team praise their coach, it is more likely that the coach's behaviour will be copied.	
9 SLT does not consider the effects of traits / inborn characteristics on leadership at all		Ignores traits so fully disagrees with the statement

Interactionist approach		
10. Interactionist approach		This theory partially supports / partially disagrees with the statement
11. Traits and the environment interact to influence leadership		This theory supports that inborn traits can influence leadership • And it disagrees because it says the environment influences (interacts with traits) to influence leadership
12. Interactionist approach states that an individual is born with certain characteristics to make them effective leaders but it depends on / comes apparent in certain situations.	e.g. an individual may be quite laid back on a daily basis but when playing for a netball team, the coach is ill and the need for someone to take the lead and organise the session is present so this individual steps up and organises the netball practice.	The interactionist approach agrees with the statement to a certain degree (but not fully). • You need to have been born with the necessary leadership characteristics but they only become evident in certain situations. • It is not born or learned but the interaction between both.
13. You show (inborn) leadership traits /skills when the situation demands it • You might not be a leader in everyday life but show leadership qualities in sport		This would suggest that inborn traits do have an influence in certain situations so does not fully support the statement / partially supports the statement
		In conclusion, trait theory fully agrees with the statement, social learning theory fully opposes the statement and the interactionist approach partly agrees with the statement.

AO1 - KU	AO2 – E.G.	AO3 - DEV
Using sporting examples, outline the types of guidance a leader could use to help improve performance		
14 Verbal guidance • Talking to performers • Explaining / describing the coaching points of a skill • Talking through a set play or tactic	e.g. a badminton coach telling the player where to place their feet when performing a flick serve. e.g. explaining positions on a netball court when doing zonal defending	Gives an understanding of how to perform • Good for experts • Can be quick • Can motivate /give confidence. *Credit any relevant development*
15 Visual guidance • Showing how to do a skill / new tactic • Demonstration • Video • Drawing / diagram	e.g. the leader showing the rock climber a way of getting over the overhang e.g. the leader using a board with magnets on to show the American football team a new set play	Gives a clear mental picture • Good for beginners • Slow motion videos can aid understanding. *Credit any relevant development*
16 Manual guidance • Physically moving / supporting / restricting the performer through the skill	e.g. the leader could physically place the volleyball player into the correct position from which to perform a dig e.g. the leader could physically support the gymnast to help them perform a backwards walkover	This could be to ensure the performers safety • To build confidence • To enable them to complete a movement they might not be able to otherwise • To gain the kinaesthetic feel of the movement
17 Mechanical guidance • A mechanical device / piece of equipment used to help the performer	e.g. using a harness to complete a tumble in gymnastics e.g. using a pull buoy during training	This could be to ensure the performers safety • To build confidence • To enable them to complete a movement they might not be able to otherwise • To gain the kinaesthetic feel of the movement
18. Can use combination of guidance types / often visual and verbal go together	e.g. a cricket coach showing how to perform a forward defensive shot whilst saying the coaching points	Using a combination can make learning faster / more effective / aids understanding

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Cambridge
Assessment