

GCE

Physical Education

H555/02: Psychological factors affecting performance

Advanced GCE

Mark Scheme for Autumn 2021

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

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

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

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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 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		Two marks from: 1. Mechanical Arms bands/ woggle/ float 2. Manual Coach holding swimmer up/ moving swimmer into the correct diving position		2 (AO2)	Do not accept: Physically guiding (TV) (physically moving is ok)
2		Two marks from: Sub-max one - definition 1. Definition Perception of an inability to cope (with demands) Or Psychological state produced by perceived physiological and psychological forces acting on our sense of well being Or Can be positive or negative but often associated with a situation when capabilities do not match demands of a situation Or A state of mental / emotional strain Or Feeling under a lot of pressure in a situation Or Physical / mental / emotional demand, which tends to disturb the homeostasis of the body		2 (AO1)	Do not accept: Anxiety / worry / nerves / negative state on its own. Sub-max one mark for definition Sub-max one mark for cause
		Sub-max one - cause 2. Competition 3. Conflict 4. Frustration 5. Climate / heat 6. Expectation 7. Importance of winning / reward 8. Crowd / evaluation by observers 9. The feeling that you might get hurt 10. Personal / parental / peer / coach / team pressure			

Section A				
Question		Answer	Marks	Guidance
3		Two marks from: 1. Extrinsic feedback e.g. A coach telling the player they didn't throw the ball high enough when serving 2. Intrinsic feedback e.g. The tennis player physically / kinaesthetically feeling that they hit the sweet spot on the racquet	2 (AO2)	Accept any suitable example from tennis of: - extrinsic feedback e.g. from sight or sound -intrinsic feedback e.g. from kinaesthetic feel / using proprioceptors Do not accept: 'feeling' on its own
4		Two marks from: 1. Emergent leader A team member would be selected from within / by the netball team to be leader Or Naturally takes over as leader from within the rugby team 2. Prescribed leader A leader for a volleyball team would be selected from outside the team such as from another volleyball team/coaching organisation Or Selected from a higher authority such as the football teams manager selecting the coach	2 (AO2)	Must be linked to sport to gain credit. Do not accept: The leader is prescribed or emerges from the group. (RQ)
5	a	Two marks from: 1. Internal, stable attribution for losing & e.g. The other tennis player was much better than me Or I'm not a very good gymnast so I lost (Ability) 2. External, unstable attribution for winning & e.g. We were really lucky to score in the last minute of extra time Or We were lucky the ref didn't give a penalty against us	2 (AO2)	Must relate to relevant practical example to gain mark
		Accept other suitable attribution with regards to luck for Pt 2. such as weather, pitch conditions		

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6	(a)	<p>Three marks from:</p> <table border="1"> <tr><td>1. Trial and error</td><td>Lots of trial and error trying out different shots / ways of holding the bat</td></tr> <tr><td>2. External feedback</td><td>Needs lots of help from coach to tell them what went wrong with their serve</td></tr> <tr><td>3. Only focus on skill</td><td>The table tennis player won't be able to think about extra tactics / how to disguise play</td></tr> <tr><td>4. Conscious thought</td><td>Player will have to think about how to perform the serve</td></tr> <tr><td>5. Jerky / lacks fluency</td><td>Players movements when returning a serve could be jerky / lack fluency / have poor timing / uncoordinated</td></tr> <tr><td>6. Motor programme</td><td>Motor programme starts to form for a serve</td></tr> <tr><td>7. Mental image</td><td>Needs to create a mental picture of how to serve</td></tr> <tr><td>8. Inconsistent</td><td>Table tennis serve will be inconsistent</td></tr> </table>	1. Trial and error	Lots of trial and error trying out different shots / ways of holding the bat	2. External feedback	Needs lots of help from coach to tell them what went wrong with their serve	3. Only focus on skill	The table tennis player won't be able to think about extra tactics / how to disguise play	4. Conscious thought	Player will have to think about how to perform the serve	5. Jerky / lacks fluency	Players movements when returning a serve could be jerky / lack fluency / have poor timing / uncoordinated	6. Motor programme	Motor programme starts to form for a serve	7. Mental image	Needs to create a mental picture of how to serve	8. Inconsistent	Table tennis serve will be inconsistent	3 (AO2)	<p>Must use the example of table tennis</p> <p>Any table tennis examples can be used</p> <p>Accept 1st three points only</p>		
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Section B					
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	(b)	One mark from: 1. Bilateral transfer A footballer learning to pass the ball with their left foot when they have already learnt to pass with their right foot.		1 (AO2)	Accept any e.g. of bilateral transfer - Where the learning of one skill is transferred from one limb to the other
	(ii)	One mark from: 1. Negative transfer A squash player who takes up tennis might find it difficult to flick their wrist during a shot.		1 (AO2)	Accept any suitable example
	(iii)	Two marks from: 1. Well learnt Make sure the first skill is well learnt. 2. Understand stimulus / response Make sure performers understand when the new skill should be performed / when a similar stimulus requires a different response Or Draw the performer's attention to the differences in the response Or Ensure the performer knows the differences between the skills/required response 3. Game like Making sure the practices are true to life/ match the game/ competition situation 4. Progressive Build progressively as too many sub-routines may confuse the performer Or Don't introduce too many new movement patterns at once 5. Avoid conflicting skills Avoid teaching / performer practicing skills together that are similar / might cause confusion Or Don't teach conflicting skills at the same time		2 (AO1)	

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Question		Answer	Marks	Guidance																		
(c)		<p>Five marks from:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">1. Deep consideration</td><td>How deeply we consider information determines how long the memory lasts</td></tr> <tr> <td>2. 1st level – structural</td><td>First/structural level involves paying attention to what the information looks like</td></tr> <tr> <td>3. 2nd level – phonetic</td><td>The second level is phonetic / acoustic which refers to processing sounds</td></tr> <tr> <td>4. 3rd level – semantic</td><td>The third level is semantic which considers the actual meaning of the information</td></tr> <tr> <td>5. Shallow – not much processing</td><td>First and second/ structural and phonetic levels are shallow because they don't involve much processing</td></tr> <tr> <td>6. Deep - more processing</td><td>The third / semantic level is deep because it involves more processing</td></tr> <tr> <td>7. More processing = LTM</td><td>The deeper the processing the more likely the information will be retained/ stored in LTM/ the longer the memory trace.</td></tr> <tr> <td>8. Less processing = less retention</td><td>The shallower the processing / memory trace the less likely the information will be retained / stored in LTM</td></tr> <tr> <td>9.Remembered</td><td>Information is remembered if it has meaning / is understood / has been considered / has personal relevance / is interesting / is exciting</td></tr> </table>	1. Deep consideration	How deeply we consider information determines how long the memory lasts	2. 1 st level – structural	First/structural level involves paying attention to what the information looks like	3. 2 nd level – phonetic	The second level is phonetic / acoustic which refers to processing sounds	4. 3 rd level – semantic	The third level is semantic which considers the actual meaning of the information	5. Shallow – not much processing	First and second/ structural and phonetic levels are shallow because they don't involve much processing	6. Deep - more processing	The third / semantic level is deep because it involves more processing	7. More processing = LTM	The deeper the processing the more likely the information will be retained/ stored in LTM/ the longer the memory trace.	8. Less processing = less retention	The shallower the processing / memory trace the less likely the information will be retained / stored in LTM	9.Remembered	Information is remembered if it has meaning / is understood / has been considered / has personal relevance / is interesting / is exciting	5 (AO1)	<p>Credit BOD for 'words' as alternative to information</p> <p>Accept opposites for pt 9</p>
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9. Gross	If she is performing a gross skill then the audience may have a positive effect																																			
10. Fine	If she is performing a fine skill then the audience may have a negative effect																																			
11. Semi professional	She is semi-professional / expert so should have the correct/ automatic dominant response so the increased arousal should facilitate her performance																																			
12. Evaluation apprehension	Evaluation apprehension may occur as the talent scout / crowd would be assessing / judging her																																			
13. Home field effect	Playing at home may help improve her performance Or she could feel more pressure playing at home not wanting to let the home fans down and play worse																																			
14. Proximity effect	If the crowd are very close to the pitch side, which may be the case as a semiprofessional game, then this may facilitate or inhibit her performance																																			
15. Distraction conflict theory	The audience provides another stimulus which will compete for the footballers attention which could have an effect on her performance																																			
16. Size of crowd	A smaller crowd would affect her less Or a larger crowd (if it was a big game) would affect her more																																			

Section B									
Question		Answer			Marks	Guidance			
	(c)	(i) One mark from: 1. Negative emotional state associated with stress / (over) arousal Or feelings of worry / unease / apprehension Or being threatened			1 (AO1)				
	(ii) Two marks from: 1. Global / general predisposition to be anxious 2. Stable / enduring / continuous anxiety 3. Innate anxiety				2 (AO1)	Accept any alternate word for anxiety e.g. worry / nervous			
	(iii) Two marks from: Cognitive anxiety – Sub-max 1 1. Nervousness 2. Worry / apprehension 3. Disturbed sleep 4. Self-doubt / negative thoughts Somatic anxiety – Sub-max 1 5. Increased pulse / heart rate / adrenaline 6. Tension / headaches 7. Sweating / clammy hands 8. Increased respiratory rate 9. Butterflies / feel sick / constant need to urinate 10. Increased blood pressure			2 (AO2)	Sub-max one mark for cognitive anxiety Sub-max one mark for somatic anxiety				
	(d) (i) Three marks from: 1. Frustration develops when goal-directed behaviour is blocked 2. Frustration always leads to aggression 3. If the individual successfully releases the aggression it leads to a cathartic feeling / feels good 4. If they do not release the aggression / are punished for aggression then this leads to more frustration (which can further increase aggression) 5. Interactionist view says that the frustration generated by the environmental triggers an aggressive gene			3 (AO1)	Accept points made through practical examples				

Section B																								
Question		Answer	Marks	Guidance																				
	(ii)	<p>Two marks from:</p> <p>Strengths – Sub-max 1</p> <table border="1"> <tr> <td>1. Realistic</td><td>More realistic than instinct theory</td></tr> <tr> <td>2. Evident</td><td>Can see it happening in sport when an individual is blocked from achieving their aim Or Evidence of it happening in sport Or Frustration can be seen to lead to aggression</td></tr> <tr> <td>3. Catharsis</td><td>You do get a sense of catharsis once frustration is released as aggression</td></tr> <tr> <td>4. F – A Link</td><td>Acknowledge a link between frustration and aggression</td></tr> <tr> <td>5. Manage</td><td>Could be useful to help coaches (managers / other players) to manage aggression in certain players</td></tr> </table> <p>Weaknesses – Sub-max 1</p> <table border="1"> <tr> <td>6. NOT</td><td>Frustration does not always lead to aggression</td></tr> <tr> <td>7. environment</td><td>Aggression can occur without any frustration being present Or Doesn't take into account different environments / circumstances / aggression can be socially learned</td></tr> <tr> <td>8. Unpunished</td><td>Unpunished aggression does not always lead to catharsis Or Aggression isn't always satisfying / can lead to regret</td></tr> <tr> <td>9. Instinct</td><td>Doesn't take into account those born with aggressive traits</td></tr> <tr> <td>10. Motivated</td><td>Not everyone becomes frustrated when goal directed behavior is blocked Or Some become motivated instead of frustrated</td></tr> </table>	1. Realistic	More realistic than instinct theory	2. Evident	Can see it happening in sport when an individual is blocked from achieving their aim Or Evidence of it happening in sport Or Frustration can be seen to lead to aggression	3. Catharsis	You do get a sense of catharsis once frustration is released as aggression	4. F – A Link	Acknowledge a link between frustration and aggression	5. Manage	Could be useful to help coaches (managers / other players) to manage aggression in certain players	6. NOT	Frustration does not always lead to aggression	7. environment	Aggression can occur without any frustration being present Or Doesn't take into account different environments / circumstances / aggression can be socially learned	8. Unpunished	Unpunished aggression does not always lead to catharsis Or Aggression isn't always satisfying / can lead to regret	9. Instinct	Doesn't take into account those born with aggressive traits	10. Motivated	Not everyone becomes frustrated when goal directed behavior is blocked Or Some become motivated instead of frustrated	2 (AO1)	<p>Sub-max one mark for strength</p> <p>Sub-max one mark for weakness</p>
1. Realistic	More realistic than instinct theory																							
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Section C		
Question	Answer	Guidance
8*	<p>Level 3 (8–10 marks)</p> <ul style="list-style-type: none"> • detailed knowledge and excellent understanding (AO1) • well-argued 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. <p>Level 2 (5–7 marks)</p> <ul style="list-style-type: none"> • good knowledge and clear understanding (AO1) • 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. 	<p>At Level 3 responses are likely to include:</p> <ul style="list-style-type: none"> • Detailed explanation of how an individual may learn a new skill according to Bandura's theory • Reference to all four stages • Relevant sporting examples throughout the answer • Good discussion of how observation of others impacts on attitude formation. • AO1, AO2 and AO3 all covered well in this level <p>At Level 2 responses are likely to include:</p> <ul style="list-style-type: none"> • Good explanation of how an individual may learn a new skill according to Bandura's theory. • Reference to most stages of this model, at the top of this level likely to be 3/4 stages covered, at the bottom of this level 2/3 stages covered • Some sporting examples throughout answer • Some discussion of how observation of others impacts attitudes but this may be quite basic at the bottom of this level Or, at the bottom of this level there may be no discussion of attitude formation but more detailed explanation of the stages with some examples • Maximum of 3 marks to be awarded for AO1 and 3 marks for AO2; some AO3 required for top of this level.
	<p>Level 1 (1–4 marks)</p> <ul style="list-style-type: none"> • satisfactory knowledge and understanding (AO1) • occasional 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. 	<p>At Level 1 responses are likely to include:</p> <ul style="list-style-type: none"> • Satisfactory explanation of how an individual may learn a skill according to Bandura's theory • Reference to some stages of the model, at the top of this band there should be reference to two stages • At the top of this level, some attempts at providing sporting examples • Limited discussion of formation of attitudes • Candidate may only attempt to answer one part of the question • Maximum of 3 marks to be awarded for AO1 with no application
	(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:

Credit diagram of model as AO1 as covered below

Indicative Content:

AO1 – KU	AO2 – E.G.	AO3 - DEV
1. Bandura states learn through watching and copying / modelling		
2. Observation Or the individual must watch the demonstration	e.g. the hockey player must watch the demonstration of the hit	
Attention		
3. Attention (first process identified in Bandura's theory of observational learning.)		
4. In order for an individual to be able to copy a demonstration they must focus on the demonstration	<p>e.g. If a coach is showing a netball player how to shoot they player must focus on the demonstration carefully</p> <p>e.g. more attention may be paid to a county footballer doing a demonstration of shooting than of a fellow school player</p>	<p>How much attention they pay to the demonstration will impact on their ability to reproduce the skill and is affected by:</p> <ul style="list-style-type: none"> • how interested the performer is • how motivated they are to be able to perform the skill • perceived attractiveness of the model. • status of the model (role model, significant, similar / same characteristics) • observers attention span • incentives
5. They must focus on the important cues/ cueing	e.g. the coach will highlight the cues and coaching points and the player must watch carefully in order to be able to copy it	Selective attention

Retention		
6. Retention (second process identified in Bandura's theory of observational learning.)		
7. The performer must remember the image of the demonstration in order to copy it	<p>e.g. the performer must remember the image of the free throw in order to be able to copy it.</p> <p>e.g. the performer could mentally rehearse/ imagine themselves performing the golf swing</p>	<p>The ability to be able to remember the image can be improved by :</p> <ul style="list-style-type: none"> • using mental rehearsal • considering demo • adding meaning to demo • chunking info included in the demo • demo being repeated
Motor reproduction		
8. Motor reproduction (third process identified in Bandura's theory of observational learning.)		
9. The performer must have the physical ability to be able to copy the skill	e.g. the gymnast must be physically strong enough to be able to lift themselves on the bars	<p>Demonstrations should be matched to the capability/ ability level of the observers</p> <ul style="list-style-type: none"> • Performers must have correct weight / undamaged equipment / be warmed up
10. The performer must have the mental understanding to be able to copy the skill	e.g. the basketballer needs to understand how to apply zone defence to be able to copy it	Feedback can aid learning
Motivation		
11. Motivation (fourth/final process identified in Bandura's theory of observational learning.)		
12. In order for the performer to copy the demonstration they must be motivated /have the drive / desire to copy the skill	e.g. if a young girl sees another young girl complete a tumbling routine the girl might be very motivated to copy it	<p>Motivation can be increased by:</p> <ul style="list-style-type: none"> • positive reinforcement / feedback / incentives • similar role model (age, gender etc) • high status role model <p>vicarious reinforcement</p>
	e.g. if a teacher praises an older student for performing a badminton smash well this may make the younger observer more motivated to copy it	Successful vicarious experience can raise self-efficacy /motivate a performer to try to copy

Impact on individuals formation of attitudes		
13. Attitude definition - “a predisposition to act in a certain way towards something or someone” Or “a learned emotional and behavioural response to a stimulus / situation” • Can be positive or negative	e.g. exercise is fun and good for you e.g. playing rugby is just for boys	Cognitive, Affective, Behavioural components
14. (Social Learning) Just as observing helps an individual learn a skill, observing can also impact on / influence formation of an individual's attitude.		
15. Attitudes can be formed through observing parents / peers / family / socialisation / upbringing / social / cultural norms	e.g. if parents like sport/ play sport you are likely to be motivated to have a positive attitude towards sport too. e.g. if your friends think sport is cool and take part in sport you are more likely to be motivated to have a similar attitude towards it.	So Banduras model would suggest that the attitudes an individual forms could be affected by what they see / who they see when learning skills
16. Attitudes can be formed through Media (watching tv / reading newspaper etc)	e.g. if the media reinforce an attitude towards sport/ a sports performers actions you may be more motivated to copy	
17. We learn our attitudes from watching significant others		If they are high status/ role model we are more likely to copy their attitudes
18. We learn attitudes from watching people who are similar to us	e.g. you have a positive attitude towards fitness training because the rest of your U16 team like it e.g. a male being aggressive is more likely to be copied by male observers	(Similarity – age) If a young person watches a demonstration of a sport by another young person they may start to form attitudes based upon what they observe <ul style="list-style-type: none"> • This might be how the ‘model’ acts/what they do • (Similarity – ability) you might copy the attitude of someone of a similar ability • (Similarity – gender) If the model is of the same gender then the individual is more likely to copy their attitude

19. (Reinforced) If the model's attitudes are seen to be reinforced by others then the individual is more likely to form similar attitudes		Vicarious reinforcement
20. (Appropriateness) If the model is seen to have an attitude/ behaviour that is appropriate to social norms then it is more likely to be copied	e.g. a girl showing a positive attitude towards dancing this means a girl is more likely to copy it as this fits with societies norms.	Although some people rebel / develop attitudes against social norms
(Linking Bandura's model to attitude) Candidates MAY refer to the points below (but don't have to as they might cover the 2nd part of the answer in points 1 to 20 above)		
21. Attention – if the learner pays attention to the attitudes a model demonstrates then they are more likely to copy it	e.g. a coach demonstrates healthy eating and the learner pays attention to what they eat e.g. a younger team member pays attention to the captain of a football team and notices he never questions the referee	The learner must be interested in that aspect of behaviour in order to pay attention to it
22. Retention - If the learner is able to remember the attitude they saw displayed then they are more likely to copy it	e.g. the learner asks the coach about why they are eating certain foods and it is of interest to the learner	The information is retained compared to when the learner is discussing something that is not of interest
23. Motor reproduction - The learner must have the mental maturity to understand the attitude in order to be able to replicate it	e.g. the learner must be old enough/ mentally mature enough to be able to understand that being competitive is a good thing as long as you can be a good/ fair loser too	
24. Motivation - The learner must be motivated and have the desire to copy the attitude	e.g. the learner must have a desire/ be motivated to play fairly in order to copy the sportsmanly behaviours they see from their captain	

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