

GCE

Physical Education

H555/02: Psychological factors affecting performance

Advanced GCE

Mark Scheme for Autumn 2021

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 2021

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:		2 (AO2)	Do not accept: Physically guiding (TV) (physically moving is ok)
	1. Mechanical	Arms bands/ woggle/ float		
	2. Manual	Coach holding swimmer up/ moving swimmer into the correct diving position		
2	Two marks from: Sub-max one - definition		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
	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		
	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: <table border="1"> <tr> <td>1. Extrinsic feedback e.g.</td> <td>A coach telling the player they didn't throw the ball high enough when serving</td> </tr> <tr> <td>2. Intrinsic feedback e.g.</td> <td>The tennis player physically / kinaesthetically feeling that they hit the sweet spot on the racquet</td> </tr> </table>		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
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							
4	Two marks from: <table border="1"> <tr> <td>1. Emergent leader</td> <td>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</td> </tr> <tr> <td>2. Prescribed leader</td> <td>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</td> </tr> </table>		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)
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							
5	a	Two marks from: <table border="1"> <tr> <td>1. Internal, stable attribution for losing & e.g.</td> <td>The other tennis player was much better than me Or I'm not a very good gymnast so I lost (Ability)</td> </tr> <tr> <td>2. External, unstable attribution for winning & e.g.</td> <td>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</td> </tr> </table>	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
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							
	b							

Section B																					
Question			Answer	Marks	Guidance																
6	(a)	(i)	Three marks from: <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)	Must use the example of table tennis Any table tennis examples can be used Accept 1 st three points only
		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																				
(ii)	Two marks from: <table border="1"> <tr> <td>1. Incorrect</td> <td>The visual display might be incorrect / unclear</td> </tr> <tr> <td>2. Unaware</td> <td>The performer might think that they are doing the same movement even though they are not</td> </tr> <tr> <td>3. Demonstration</td> <td>The demo may be too detailed / too hard for the performer to make sense of</td> </tr> <tr> <td>4. Too quick</td> <td>The demo might be too quick for the performer to follow / copy</td> </tr> <tr> <td>5. Coach ability</td> <td>The coach may not be able to show an accurate demonstration</td> </tr> <tr> <td>6. Static</td> <td>Static displays lose impact quickly</td> </tr> <tr> <td>7. Lack of cues</td> <td>Lack of verbal cues may mean the performer does not focus on the appropriate coaching points</td> </tr> <tr> <td>8. Lack of understanding</td> <td>Performer might need verbal guidance to describe how to reproduce the action Or performer might not understand how to reproduce the action</td> </tr> <tr> <td>9. Danger / lack confidence</td> <td>The skill might be too complex / dangerous Or the performer might need manual / mechanical guidance</td> </tr> </table>	1. Incorrect	The visual display might be incorrect / unclear	2. Unaware	The performer might think that they are doing the same movement even though they are not	3. Demonstration	The demo may be too detailed / too hard for the performer to make sense of	4. Too quick	The demo might be too quick for the performer to follow / copy	5. Coach ability	The coach may not be able to show an accurate demonstration	6. Static	Static displays lose impact quickly	7. Lack of cues	Lack of verbal cues may mean the performer does not focus on the appropriate coaching points	8. Lack of understanding	Performer might need verbal guidance to describe how to reproduce the action Or performer might not understand how to reproduce the action	9. Danger / lack confidence	The skill might be too complex / dangerous Or the performer might need manual / mechanical guidance	2 (AO3)	Accept 1 st two points only
1. Incorrect	The visual display might be incorrect / unclear																				
2. Unaware	The performer might think that they are doing the same movement even though they are not																				
3. Demonstration	The demo may be too detailed / too hard for the performer to make sense of																				
4. Too quick	The demo might be too quick for the performer to follow / copy																				
5. Coach ability	The coach may not be able to show an accurate demonstration																				
6. Static	Static displays lose impact quickly																				
7. Lack of cues	Lack of verbal cues may mean the performer does not focus on the appropriate coaching points																				
8. Lack of understanding	Performer might need verbal guidance to describe how to reproduce the action Or performer might not understand how to reproduce the action																				
9. Danger / lack confidence	The skill might be too complex / dangerous Or the performer might need manual / mechanical guidance																				

Section B						
Question		Answer		Marks	Guidance	
	(b)	(i)	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 2. Understand stimulus / response 3. Game like 4. Progressive 5. Avoid conflicting skills	Make sure the first skill is well learnt. 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 Making sure the practices are true to life/ match the game/ competition situation Build progressively as too many sub-routines may confuse the performer Or Don't introduce too many new movement patterns at once Avoid teaching / performer practicing skills together that are similar / might cause confusion Or Don't teach conflicting skills at the same time	2 (AO1)	

Section B					
Question	Answer		Marks	Guidance	
(c)	Five marks from:		5 (AO1)	Credit BOD for 'words' as alternative to information Accept opposites for pt 9	
	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			
(d)	(i)	Two marks from:	2 (AO2)	Accept other suitable examples	
		1. Whole practice example			A coach teaching a basketball player how to do the entire lay-up skill together
		2. Varied practice example			A hockey team practicing a short corner with the defenders responding in different ways / in a changing environment

Section B																						
Question	Answer		Marks	Guidance																		
(ii)	Four marks from: Whole practice:		4 (AO3)	Candidate must cover a positive and negative point for each practice type Sub-max 1: pts 1-8 Sub-max 1: pts 9 – 15 Sub-max 1: pts 16 – 19 Sub-max 1: pts 20 - 22																		
	<table border="1"> <thead> <tr> <th>Positive (Sub-max 1)</th> <th>Negative (Sub-max 1)</th> </tr> </thead> <tbody> <tr> <td>1. Experience true kinaesthetic feel</td> <td>9. Hard for a beginner to grasp a whole skill at once</td> </tr> <tr> <td>2. Transfer to real situation / end product more likely to be positive</td> <td>10. If a beginner is struggling then the skill needs to be broken down to make progress</td> </tr> <tr> <td>3. Increase fluency / timing of the skill</td> <td>11. Too advanced / complicated for some young performers</td> </tr> <tr> <td>4. Performer has better grasp of the relationship between the parts of the skill</td> <td>12. Hard to isolate problem areas when following the whole approach</td> </tr> <tr> <td>5. Useful for fast actions / discrete skills / skills with high organisation (as very difficult break down into parts)</td> <td>13. Some skills are too dangerous to learn as a whole</td> </tr> <tr> <td>6. Skill can be learned quickly</td> <td>14. Some skills are too complex to learn as a whole / too much information to process</td> </tr> <tr> <td>7. Helps learner to establish a clear mental picture of the full skill</td> <td>15. Progress can be slow / can lower confidence / motivation</td> </tr> <tr> <td>8. Enables experts to work at their level</td> <td></td> </tr> </tbody> </table>				Positive (Sub-max 1)	Negative (Sub-max 1)	1. Experience true kinaesthetic feel	9. Hard for a beginner to grasp a whole skill at once	2. Transfer to real situation / end product more likely to be positive	10. If a beginner is struggling then the skill needs to be broken down to make progress	3. Increase fluency / timing of the skill	11. Too advanced / complicated for some young performers	4. Performer has better grasp of the relationship between the parts of the skill	12. Hard to isolate problem areas when following the whole approach	5. Useful for fast actions / discrete skills / skills with high organisation (as very difficult break down into parts)	13. Some skills are too dangerous to learn as a whole	6. Skill can be learned quickly	14. Some skills are too complex to learn as a whole / too much information to process	7. Helps learner to establish a clear mental picture of the full skill	15. Progress can be slow / can lower confidence / motivation	8. Enables experts to work at their level	
	Positive (Sub-max 1)	Negative (Sub-max 1)																				
	1. Experience true kinaesthetic feel	9. Hard for a beginner to grasp a whole skill at once																				
	2. Transfer to real situation / end product more likely to be positive	10. If a beginner is struggling then the skill needs to be broken down to make progress																				
	3. Increase fluency / timing of the skill	11. Too advanced / complicated for some young performers																				
	4. Performer has better grasp of the relationship between the parts of the skill	12. Hard to isolate problem areas when following the whole approach																				
	5. Useful for fast actions / discrete skills / skills with high organisation (as very difficult break down into parts)	13. Some skills are too dangerous to learn as a whole																				
	6. Skill can be learned quickly	14. Some skills are too complex to learn as a whole / too much information to process																				
	7. Helps learner to establish a clear mental picture of the full skill	15. Progress can be slow / can lower confidence / motivation																				
	8. Enables experts to work at their level																					
	Varied practice:																					
	<table border="1"> <thead> <tr> <th>Positive (Sub-max 1)</th> <th>Negative (Sub-max 1)</th> </tr> </thead> <tbody> <tr> <td>16. Enables performer to experience a range of situations / decisions, which they are likely to in the real situation</td> <td>20. Not helpful for closed skills as the environment is more stable</td> </tr> <tr> <td>17. The variety of scenarios enables the performer to be able to adapt when new ones arise</td> <td>21. May overwhelm / confuse beginners</td> </tr> <tr> <td>18. Necessary for open skills (as in the real situation the skills will not always be performed under the same conditions.)</td> <td>22. Basic techniques / skills need to be learned before varied practice is used</td> </tr> <tr> <td>19. Prevents boredom Or stimulates interest / motivation</td> <td></td> </tr> </tbody> </table>				Positive (Sub-max 1)	Negative (Sub-max 1)	16. Enables performer to experience a range of situations / decisions, which they are likely to in the real situation	20. Not helpful for closed skills as the environment is more stable	17. The variety of scenarios enables the performer to be able to adapt when new ones arise	21. May overwhelm / confuse beginners	18. Necessary for open skills (as in the real situation the skills will not always be performed under the same conditions.)	22. Basic techniques / skills need to be learned before varied practice is used	19. Prevents boredom Or stimulates interest / motivation									
	Positive (Sub-max 1)	Negative (Sub-max 1)																				
	16. Enables performer to experience a range of situations / decisions, which they are likely to in the real situation	20. Not helpful for closed skills as the environment is more stable																				
17. The variety of scenarios enables the performer to be able to adapt when new ones arise	21. May overwhelm / confuse beginners																					
18. Necessary for open skills (as in the real situation the skills will not always be performed under the same conditions.)	22. Basic techniques / skills need to be learned before varied practice is used																					
19. Prevents boredom Or stimulates interest / motivation																						

Section B																						
Question	Answer		Marks	Guidance																		
7	(a)	<p>Four marks from:</p> <table border="1"> <tr> <td>1. Dangerous</td> <td>When the situation is dangerous the group might just need to be told what to do to ensure safety</td> </tr> <tr> <td>2. Beginners</td> <td>When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions</td> </tr> <tr> <td>3. Time pressure</td> <td>When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best</td> </tr> <tr> <td>4. Large groups</td> <td>When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective</td> </tr> <tr> <td>5. Leaders personality is authoritarian</td> <td>An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully</td> </tr> <tr> <td>6. Male leader</td> <td>Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best</td> </tr> <tr> <td>7. Young</td> <td>A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process/ understand the requirements</td> </tr> <tr> <td>8. Male group</td> <td>Males prefer an autocratic leader so if the group is predominantly male the leader may get a better response by following an autocratic style</td> </tr> <tr> <td>9. Group members prefer autocratic</td> <td>Autocratic approach might be best when the group want the leader to be autocratic</td> </tr> </table>	1. Dangerous	When the situation is dangerous the group might just need to be told what to do to ensure safety	2. Beginners	When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions	3. Time pressure	When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best	4. Large groups	When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective	5. Leaders personality is authoritarian	An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully	6. Male leader	Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best	7. Young	A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process/ understand the requirements	8. Male group	Males prefer an autocratic leader so if the group is predominantly male the leader may get a better response by following an autocratic style	9. Group members prefer autocratic	Autocratic approach might be best when the group want the leader to be autocratic	4 (AO3)	<p>Candidates need to analyse when an autocratic approach may be best – not just state when</p> <p>e.g. stating 'for males' is not an analysis – they need to show some understanding of why the situation they identify requires an autocratic approach.</p>
1. Dangerous	When the situation is dangerous the group might just need to be told what to do to ensure safety																					
2. Beginners	When the group are beginners then an autocratic approach might be best as they won't necessarily know what to do so they will need the leader to take charge and make the decisions																					
3. Time pressure	When there is a time pressure, and decisions need to be made quickly an autocratic approach would be best																					
4. Large groups	When there is a large group there would be too many opinions and ideas to follow a large group so an autocratic approach would usually be more effective																					
5. Leaders personality is authoritarian	An autocratic approach may be best when the leader is naturally authoritarian in style, as it may be hard for them to follow a different style and therefore would not lead the group as successfully																					
6. Male leader	Male leaders tend to lead with an autocratic style therefore if it is a male leader autocratic style might be best																					
7. Young	A young group would require a more autocratic style as they may not be mature enough to be involved in the decision-making process/ understand the requirements																					
8. Male group	Males prefer an autocratic leader so if the group is predominantly male the leader may get a better response by following an autocratic style																					
9. Group members prefer autocratic	Autocratic approach might be best when the group want the leader to be autocratic																					

Section B				
Question	Answer	Marks	Guidance	
(b)	Six marks from:	6 (AO3)		
	1. Arousal			Increase her arousal levels
	2. DR			Increase likelihood of dominant response
	3. Social facilitation			Positive effect / improve her performance/ social facilitation
	4. Social inhibition			Negative effect on her performance/ hinder performance /social inhibition
	5. Extrovert			If she is an extrovert then the audience may have a positive effect
	6. Introvert			If she is an introvert the audience may have a negative effect
	7. Simple			If the skill is a simple skill then the audience may have a positive effect
	8. Complex			If the skill is a complex skill the audience may have a negative effect
	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)	Two marks from: Strengths – Sub-max 1	2 (AO1)	Sub-max one mark for strength Sub-max one mark for weakness
	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		
	Weaknesses – Sub-max 1			
	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		

Section C		
Question	Answer	Guidance
8*	Level 3 (8–10 marks) <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. 	At Level 3 responses are likely to include: <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
	Level 2 (5–7 marks) <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. 	At Level 2 responses are likely to include: <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.
	Level 1 (1–4 marks) <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. 	At Level 1 responses are likely to include: <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	e.g. If a coach is showing a netball player how to shoot they player must focus on the demonstration carefully e.g. more attention may be paid to a county footballer doing a demonstration of shooting than of a fellow school player	How much attention they pay to the demonstration will impact on their ability to reproduce the skill and is affected by: <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	e.g. the performer must remember the image of the free throw in order to be able to copy it. e.g. the performer could mentally rehearse/ imagine themselves performing the golf swing	The ability to be able to remember the image can be improved by : <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	Demonstrations should be matched to the capability/ ability level of the observers <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	Motivation can be increased by: <ul style="list-style-type: none"> • positive reinforcement / feedback / incentives • similar role model (age, gender etc) • high status role model • vicarious reinforcement
	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 though 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 • 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	

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