



Oxford Cambridge and RSA

GCE

Physical Education

H555/02: Psychological factors affecting performance

A Level

Mark Scheme for June 2022

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING SCORIS

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

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

MARKING

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

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there.

If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
- there is nothing written in the answer space

Award Zero '0' if:



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

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

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

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

11. Annotations used in the detailed Mark Scheme

Annotation	Description	Annotation	Description
	Tick	KU	Knowledge and understanding / indicates AO1 on Q9
	Cross	EG	Example/Reference / indicates AO2 on Q9
BOD	Benefit of doubt	DEV	Development / indicates AO3 on Q9
TV	Too vague	L1	Level 1 response on Q9
REP	Repeat	L2	Level 2 response on Q9
S	Indicates sub-max reached where relevant	L3	Level 3 response on Q9
SEEN	Noted but no credit given	L4	Level 4 response on Q9
IRRL	Significant amount of material which doesn't answer the question	BP	Blank page

- 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 (AO1 x 1 AO2 x 1)	Accept any suitable example where previous experience is used to raise self belief in a specific sports situation
	1. (Meaning)	Previous experiences / successes		
2	2. (Example)	A footballer taking a free kick recalls the previous attempt led to a goal (and so self efficacy is high) OR A high jumper's coach says to them "you have jumped this height before a few times (so you can jump it today.)"	2 (AO1)	
	Two marks from:			
	1. (Practice)	Practice / repetition occurs		
	2. (Compare)	Compares / matches their performance with mental image / ideal model		
	3. (Feedback)	Performer gets feedback from coach / starts to use intrinsic feedback / starts to develop kinaesthesia OR Performer will have received negative feedback / information about what they need to improve OR Performer will have received knowledge of performance / information about how to refine technique		
	4. (Cues)	Performer becomes more aware of environment / cues / requirements of skill		
	5. (Motor programmes)	Motor programmes are formed		
6. (Guidance)	Coach will have used verbal / visual guidance to help refine skill			
03	Two marks from:		2 (AO1)	If more than 2 ticks given – marks 1 st 2 only
	1.	B (Enjoyment)		
	2.	C (Self Satisfaction)		

Section A					
Question		Answer		Marks	Guidance
4		Two marks from:		2 (AO1)	
		1. (Trait sports confidence)	Innate / stable / enduring / natural / existing level of self belief in sport OR Overall / general level of self belief in sport OR Individual's belief about the extent to which their ability will bring success at sport in general.		
		2. (State sports confidence)	Unstable / changeable / learned level of self belief in specific sporting situation OR Individual's belief about the extent to which their ability will bring success at one particular moment in sport		

5	<p>Two marks from:</p> <p>Sub-max one mark for description</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">1. (Mindfulness description)</td> <td>Meditation OR OR Focuses on the present OR Reflection</td> </tr> </table> <p>Sub-max one mark for a disadvantage.</p> <p>Mark 1st one only</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">2. (Time)</td> <td>Takes time to practice</td> </tr> <tr> <td>3. (Not all can do)</td> <td>Not all people can focus / concentrate enough to gain any benefit</td> </tr> <tr> <td>4. (Not taken seriously)</td> <td>Individual may not take it seriously / think it's silly / struggle to find a quiet space</td> </tr> <tr> <td>5. (Maturity)</td> <td>May not be mature enough to use this as a technique</td> </tr> <tr> <td>6. (Performing)</td> <td>Can't be done whilst performing</td> </tr> <tr> <td>7. (Not somatic)</td> <td>Might not control somatic / physical stress</td> </tr> </table>	1. (Mindfulness description)	Meditation OR OR Focuses on the present OR Reflection	2. (Time)	Takes time to practice	3. (Not all can do)	Not all people can focus / concentrate enough to gain any benefit	4. (Not taken seriously)	Individual may not take it seriously / think it's silly / struggle to find a quiet space	5. (Maturity)	May not be mature enough to use this as a technique	6. (Performing)	Can't be done whilst performing	7. (Not somatic)	Might not control somatic / physical stress	<p>2 (AO1 x 1 AO3 x 1)</p>	<p>Disadvantage – mark 1st response only</p>
1. (Mindfulness description)	Meditation OR OR Focuses on the present OR Reflection																
2. (Time)	Takes time to practice																
3. (Not all can do)	Not all people can focus / concentrate enough to gain any benefit																
4. (Not taken seriously)	Individual may not take it seriously / think it's silly / struggle to find a quiet space																
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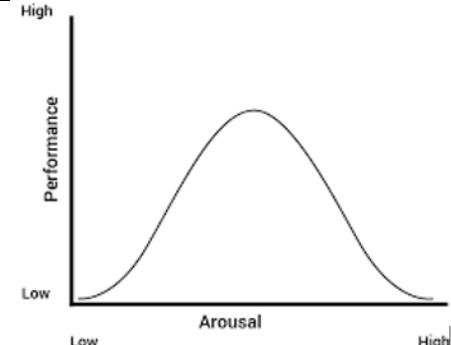
Section B					
Question		Answer		Marks	Guidance
6	(a) (i)	One mark from:		1 (AO2)	Accept any suitable example of a skill that is hard to break down into sub-routines
		1. (example of HO skill)	Dribbling in basketball OR somersault in trampolining OR running OR golf swing OR football tackle OR chest pass		
	(a) (ii)	One marks from:		1 (AO2)	Accept any suitable example of a skill that is easy to split into sub-routines
		1. (example of LO skill)	Swimming (stroke)/front crawl OR triple jump OR tennis serve OR javelin throw OR basketball lay-up OR trampolining sequence		
(a) (iii)	Two marks from:		2 (AO2)		
	1. (Practice type for HO skill)	Whole			
		2. (Practice type for LO skill)	Part OR Whole-part-whole OR Progressive part		
(b) (i)	Four marks from:		4 (AO2)		
	Scenario	Learning theory			
	1.	Social learning theory / observational learning theory			
	2.	Cognitive theory of learning			
	3.	Operant conditioning			
		4.	Operant conditioning		

(b) (ii)	Two marks from: Mark 1 st two only		2 (AO3)	Mark 1 st two only Pt 5 – BOD negative reinforcement leads to effective skill learning
	1. (Coach influence)	Coach has influence to encourage correct learning		
	2. (Manipulation)	Manipulation of environment means 'correct' learning will (almost always) happen		
	3. (Maturity)	Can be used on young performers		
	4. (Stage of learning)	Effective with beginners / experts / all stages of learning		
	5. (Positive Reinforcement)	(Positive) reinforcement / praise / rewards leads to effective skill learning / increased confidence / increased motivation / strengthens S-R bond		
	6. (Punishment)	Punishment points out errors / where changes need to made		
	7. (Shaping)	Enables coaches to praise skills that are along the right lines (even if elements are performed wrong) OR shaping allows stages of success		
	8. (Automatic)	Developing S-R bonds leads to automatic responses / quicker reactions		
	9. (S-R bonds)	Helps performers to develop correct S-R bond		
	10. (Quicker)	Learning is quick if a reward is given (on every occasion / complete reinforcement is used)		

(c)	(i)	Five marks from:		5 (AO3)	<p>Do not accept: STSS (as this q says refer to model)</p> <p>Do not accept: Words from the diagram alone - so “rehearsal helps info pass from STM to LTM” is TV</p> <p>For pt 6- there needs to be some reference to rehearsal helping the performer retain the info, or an alternate word for rehearsal to show understanding.</p> <p>Accept: examples/coaching points of a named skill in place of ‘information’ throughout the response.</p>
		1. (Sensory memory)	Information is passed from our environment into sensory memory OR sensory memory has limitless capacity / <1 sec duration		
		2. (Selective attention)	<u>Selective</u> attention filters the info the performer needs to learn the skill OR <u>Selective</u> attention focuses on relevant stimuli OR Relevant stimuli / information enters the STM		
		3. (Forget)	Irrelevant stimuli gets discarded / forgotten		
		4. (STM capacity / duration)	STM can hold 5-9 / 7+/- 2 items / up to 30 seconds		
		5. (Perception / Decision making)	Perception occurs / incoming information is interpreted / judged OR decisions made in STM		
		6. (Rehearsal helps retention)	If the performer wants to retain / store the information / skill then rehearsal / practice will help		
		7. (Chunking)	Chunking helps increase storage / capacity		
		8. (Encoded)	The information becomes encoded		
		9. (Motor programme)	The skill now becomes stored as a motor programme in the LTM		
		10. (Retrieval)	The information is retrieved / recalled / decoded to the STM then updated / encoded back in the LTM (to aid LTM storage)		
	(ii)	One mark from: Mark 1 st one only		1 (AO1)	Mark 1 st one only
		1.	Chunking / grouping		
		2.	Association / linking to previously learned skill		
		3.	Make information relevant / meaningful to the performer.		
		4.	Avoid overload		

(d)	Two marks from:		4 (AO2 x 2 AO3 x 2)	Benefits – mark 1 st 2 only
	1. (Image 1)	Manual		
	2. (Image 2)	Mechanical		
	Two marks from: Mark 1 st 2 only			
	3. (Kinaesthesia)	Helps performer gain the feel of movement / develop kinaesthesia of a skill		
	4. (Hard skill)	Helps a performer practice a difficult skill		
	5. (Reduces fear)	Reduces fear		
	6. (Safety / danger)	Ensures safety of participants / less dangerous		
	7. (Gives success)	Gives some success at the whole skill		
	8. (Confidence)	Increases confidence		
	9. (Beginner)	Can be beneficial for beginners / cognitive stage of learning		

7	(a)	Four marks from:		4 (AO1)	
		1. (Type A)	Prone to anxiety / stress OR Impatient OR Intolerant OR Likes to be in control OR Competitive OR Works fast OR Strong desire to succeed OR Ambitious		
		2. (Type B)	Relaxed OR Patient OR Tolerant OR Experiences lower personal stress OR Does not like to be in control OR Less competitive OR Works at a slower pace OR Lacks desire to succeed OR Unambitious		
		3. (Introvert)	Less sociable / likes to be on their own / shy OR Does not seek excitement OR Likes peace and quiet OR Focused / concentrates well OR Aroused more quickly (than extroverts) OR Sensitive reticular activating system / RAS		
		4. (Extrovert)	Sociable OR Outgoing OR Seeks excitement OR May lack concentration OR Aroused more slowly (than introverts) OR Low sensitivity of reticular activating system / RAS		

(b)	Sub-max three marks from:		4 (AO1)	Diagram must be correctly labelled to be awarded point 7.	
	1. (Low)	At low levels of arousal / under-arousal performance is poor			
	2.	As arousal increases, quality of performance increases			
	3. (Moderate /opt)	At moderate / optimal levels of arousal performance peaks / at its best			
	4.	Further increases in arousal causes performance to deteriorate			
	5. (High /over)	At high levels of arousal / over-arousal performance is poor			
	6.	Optimal arousal levels may differ depending on type of skill / personality / experience			
	7. (Diagram)				
	Sub-max one mark from: Accept 1 st answer only				
	7. (Dominant response)	Inverted U doesn't consider the dominant response / habit of the performer OR drive theory does consider the dominant response / habit			Do not accept: Drawing of drive theory for the difference –this does not outline a difference Do not credit pt 10 if pt 6 has been awarded
	8. (Shape / relationship)	Inverted U shows a curvilinear / non-linear relationship OR drive theory shows linear relationship			
9. (Over-arousal)	Inverted U (always) explains over-arousal OR (for experts) drive theory doesn't explain over-arousal				
10. (Differences)	Inverted U takes into account personality / type of skill OR drive theory doesn't consider personality / type of skill				

(ci)	Four marks from:		4 (AO3)	Do not accept reference to small team alone. Although BODs can be awarded for clear comparison.
	(Larger teams therefore...)			
	1. (Communication)	More chance of breakdown in communication / harder to make decisions		
	2. (Coordination – positional)	More chance of coordination problems (on set plays / attacking moves / tactics etc)		
	3. (Coordination – timing)	More reliant on more peoples timing being right OR more chance of timing issues		
	4. (Motivation)	More chance of motivation problems (individuals lowering effort)		
	5. (Ringelmann effect)	As group size increases individual performance decreases OR more likely to experience Ringelmann effect		
	6. (Social loafing)	More chance of people social loafing		
	7. (Reliance on others)	Means more people relying on others to do their job (increases likelihood of social loafing)		
	8. (Perception of others effort)	More likelihood of perception that others aren't trying		
	9. (Role / Identity)	Less chance of everyone having a / knowing their specific job / role OR loss of identity		
	10. (Lack of accountability))	OR more chance individuals can hide		
	11. (Difficulty	Harder the task which can decrease motivation		
	12. (Individual)	Harder for coach / players to know each other in larger teams (and each other's strengths/weaknesses) OR harder for coach to give individual attention / feedback / support in larger teams OR more people don't feel as valued for contribution in larger teams		
13. (Goal)	Less chance of shared goal			
14. (Cohesion)	(potentially) Less cohesive			

(cii)	Two marks from:		2 (AO3)	
	1. (Clarity)	They'll have a clear understanding of what they need to do		
	2. (Confidence)	They will have confidence in what they are doing / know that what they are doing is the right thing		
	3. (Coordination)	They won't do other peoples roles OR the group will be better coordinated / less timing issues		
	4. (Motivation)	Individuals motivation should increase OR social loafing should decrease		
	5. (Cohesion)	The group will have stronger cohesion / be better bonded OR less conflict OR feel part of the team more		
	6. (Interdependence)	If everyone knows their own role, they can rely on each other to do their own job		
	7. (Ownership)	They may feel ownership of their role / more responsibility / stronger sense of identity		
	8. (Accountability)	Increased accountability for their own role OR the coach will be able to identify problems with individuals effort / if they aren't carrying out their role / give individual feedback OR less chance they will hide		
	9. (Valued)	Individuals will feel more valued / gives them a sense of purpose		
(di)	Sub-max one mark for leadership style		3 (AO2)	The explanation needs to do more than just state when democratic leadership is most appropriate e.g "democratic ✓ because it is a small group, and they are adults" is only 1 mark. Accept any reasonable explanation that links to the factors in left hand column Mark 1 st leadership style given
	1.	Democratic		
	Sub-max two marks for reasons why			
	2. (Adults)	Mature enough to be involved in decision making process / want to be involved in decision making process		
	3. (Safe)	Not a dangerous activity so is safe to involve participants in decisions		
	4. (No (time) pressure)	Because it's a social club it's not (time) pressured / not serious		
	5. (Relationships / social club)	Because it's a social club and the leader will want to encourage relationships / the group will want to discuss / have fun		
	6. (Small group)	It's a small group so can involve the participants in the decision making		

(ii)	Sub-max one mark for leadership style		3 (AO2)	Ensure to revisit 7ci to check the leadership style given here is <u>different</u> to the one given in 7ci). Must be linked to an appropriate sporting example to gain marks. Annotate 'EG when example given = the EG can then be linked back. "Autocratic ✓ for a large group ✓ of beginner tennis players ✓" EG
	1.	Autocratic		
	2.	Laissez faire		
	3. (if not given as d(i) answer)	Democratic		
	Two marks from: If autocratic:			
	4. (Large)	Large group		
	5. (Children)	If the group are children		
	6. (Beginners)	Beginners / cognitive stage performers.		
	7. (Dangerous)	If the situation is dangerous or to ensure safety of participants		
	8. (Time) pressure)	(Time) pressure		
	9. (Hostile group)	Group are hostile group		
	10. (Males)	Males tend to prefer autocratic leadership		
	11. (Preferred style)	When the group members want the leader to be autocratic		
	12. (Experts trust)	If the group are experts that trust their leader		
	13. (Complex tasks)	Task is complex		
	If laissez faire:			
	14. (Elite)	Elite performers		
	15. (Decision making)	If the task involves decision making		
	16. (Creative task)	If the task demands creativity		
	17. (Assessment)	If it is an assessment situation		
18. (Trust)	If the leader fully trusts the group			

			<p>If democratic not given as answer for di) it can be credited here</p> <table border="1"> <tr> <td>19. (Adults)</td> <td>If the group are adults / mature</td> </tr> <tr> <td>20. (Safe activity)</td> <td>No danger / risk OR safe activity</td> </tr> <tr> <td>21. (No time pressure/ not serious)</td> <td>When there's no time pressure / not serious</td> </tr> <tr> <td>22. (Relationships)</td> <td>When the leader wants to encourage positive relationships</td> </tr> <tr> <td>23. (Small group / individual activity)</td> <td>If it's a small group / individual activity</td> </tr> <tr> <td>24. (Females)</td> <td>Females tend to want a say in decisions making</td> </tr> <tr> <td>25. (Simple skills)</td> <td>If the task is simple</td> </tr> <tr> <td>26. (Experts)</td> <td>If the group are experts / autonomous performers</td> </tr> <tr> <td>27. (Preferred style)</td> <td>When the group want a democratic leader</td> </tr> </table>	19. (Adults)	If the group are adults / mature	20. (Safe activity)	No danger / risk OR safe activity	21. (No time pressure/ not serious)	When there's no time pressure / not serious	22. (Relationships)	When the leader wants to encourage positive relationships	23. (Small group / individual activity)	If it's a small group / individual activity	24. (Females)	Females tend to want a say in decisions making	25. (Simple skills)	If the task is simple	26. (Experts)	If the group are experts / autonomous performers	27. (Preferred style)	When the group want a democratic leader		
19. (Adults)	If the group are adults / mature																						
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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 both attributions in relation to Weiner's model. good evaluation of the use of each attribution. good reference to the sporting examples given in the question part 1, there might be some additional eggs in part 2 although not essential good discussion of how a coach could use the types of feedback identified in the question. There is some success in linking how feedback can be used to aid effective attribution 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 both of the attributions in relation to Weiner's model, but may be unbalanced some evaluation of the use of each attribution. good reference made to sporting examples - this may be in either part of the question some discussion of how a coach could use some of the types of feedback outlined in the question, but may be more descriptive at the lower end of the level. 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 at least one of the attributions in relation to Weiner's model. evaluation may have been attempted with limited success some reference to the sporting examples likely to include a description of the types of feedback 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

Indicative Content: Evaluate the use of the attributions

AO1- KU	AO2 – E.G.	AO3 - DEV
(Definition of attribution) 1. Perceived cause of an outcome / reasons given for results we achieve		
Attribution 1 - I tried really hard in the tennis match today so I totally deserved my win.		
2. (Attribution 1) This attributes the win to the effort	the tennis player says I tried really hard therefore explaining the win due to their effort	<ul style="list-style-type: none"> • This can affect the performers expectations of future outcomes • Pride / confidence • Motivation
3. (Attribution 1) Internal attribution Within the performer	the tennis player thinking they played the shots well because they tried really hard tennis player determines own effort level	(This is a good way to attribute success) <ul style="list-style-type: none"> • Increases pride • Motivates them to try hard in the next game • Builds confidence • Increases mastery orientation • Internal attributions are part of Locus of control/causality dimension (This can be a bad way to attribute success) <ul style="list-style-type: none"> • Could become overconfident • If the reason for success was external
4. (Attribution 1) Unstable attribution Changeable	the tennis player knows they won't win if they don't try hard / tries hard next time to try to win tennis player can change their effort level	(This is a good way to attribute success) <ul style="list-style-type: none"> • They know they can win again if they carry on trying hard • Builds motivation • Prevents complacency • Part of the stability dimension (This could be a bad way to attribute success) <ul style="list-style-type: none"> • A performer might think they could lose next time
5. (Attribution 1) Controllable By the performer / internally	the tennis players knows that they must continue to try hard / knows if they don't try hard they might not win	<ul style="list-style-type: none"> • Can motivate the performer to try hard in the future • This effort may result in a win again • Builds mastery orientation • Part of Locus of control • Self-fulfilling prophecy

AO1- KU	AO2 – E.G.	AO3 – DEV
Attribution 2 - We lost the basketball match because they are a much better team than us, they are top of the league.		
6. (Attribution 2) This attributes the loss to task difficulty	they say the other basketball team is much better and that is why they lost	<ul style="list-style-type: none"> • This can affect the team’s expectations of future outcomes when they play a team above them in the league • Pride / confidence • Motivation
7. (Attribution 2) External attribution Outside of the performer Performer doesn’t blame themselves for the loss	<p>the basketball player thinks the loss is due to the other team’s high skill level.</p> <p>(it doesn’t matter how hard they try as) the other team are better and they have no influence over this</p>	<p>(This can be a good way to attribute failure)</p> <ul style="list-style-type: none"> • Maintains confidence / pride • Maintains motivation • Avoids shame / feeling demoralised • Self-serving bias
8.		<p>(This can be a bad way to attribute failure)</p> <ul style="list-style-type: none"> • Avoids responsibility • Could hide real reason for failure • Might not lead to improvement
9. (Attribution 2) Stable attribution Unchangeable	the basketball team could say whenever they play top of the league / team higher in the league / this team again they will lose	<p>(This can be a bad way to attribute failure)</p> <ul style="list-style-type: none"> • Expect the same outcome / to lose in future • Reduces motivation / confidence • They don’t try as hard in the future • Could lose again • Self-fulfilling prophecy • Could lead to learned helplessness • Although coach could point out that they won’t play this team every week so task difficulty can also be unstable in sport
10. (Attribution 2 -they are better than us) Could also be seen to attribute failure to Ability		<p>(Bad way to attribute failure)</p> <ul style="list-style-type: none"> • Internal - lowers self confidence / pride OR increases shame • Stable – increases belief they’ll lose again • Uncontrollable – nothing can be done / lowers motivation / increased learned helplessness

Suggest how a coach could use the types of feedback listed below to help a performer attribute successfully.

AO1 - KU	AO2 – E.G. (although not required, do award credit when given)	AO3 – DEV (accept examples of attributions in place of type of attribution Eg pt 13 DEV – “positives should be attributed to effort” is ok)
11. (Knowledge of results) Gives information about the outcome	<p>you have won 10 out of the last 12 tennis matches</p> <p>you scored 8/10 shots in basketball in that practice because you have been trying really hard to improve the power of the shot</p> <p>you lost those two games because you had been unwell so couldn't try as hard due to lack of energy.</p>	<ul style="list-style-type: none"> • Good results should be attributed to <i>internal</i> attributions <ul style="list-style-type: none"> ○ Such as the players ability / effort ○ <i>Controllable</i> attributions ○ Promotes mastery orientation • Poor outcome should be attributed to <i>controllable / unstable</i> reasons <ul style="list-style-type: none"> ○ <i>Internal</i> attributions for experts (to promote mastery orientation) ○ <i>External</i> attributions for beginners (to prevent learned helplessness)
12. (Knowledge of performance) Gives information about technique	<p>you played the driven shot by kicking with your laces</p> <p>when you bent lower to go into that tackle it was so much more effective</p>	<ul style="list-style-type: none"> • KP should attribute the good aspects of performance to technique <ul style="list-style-type: none"> ○ Enables positives to be identified even if the outcome is negative ○ Attribute good technique to <i>internal / stable / controllable</i> ○ Attribute poor technique <i>internal / unstable / controllable</i> so it can be improved
13. (Positive feedback) Information about the successful aspects of the performance / what went well Praise	<p>well done you really concentrated on keeping the ball low on your back hand</p> <p>you paced yourself very effectively in that race</p>	<ul style="list-style-type: none"> • Positive aspects of performance should be attributed <i>internally</i> (regardless of result) <ul style="list-style-type: none"> ○ <i>Controllable</i> attributions ○ Increases mastery orientation ○ Increases confidence / pride
14. (Negative feedback) Information about the weaker aspects of performance Can be criticism Can be constructive Identifies areas that can be improved	<p>you lost that game because you didn't defend the shots early enough</p> <p>you need to work harder to keep chasing the attacker</p>	<ul style="list-style-type: none"> • Negative aspects of performance should be attributed to <i>controllable/unstable</i> factors <ul style="list-style-type: none"> ○ <i>Internal</i> for experts (to promote mastery orientation) ○ <i>External</i> for beginners (to prevent /decreases learned helplessness)

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