



GCE

Physical Education

H555/02: Psychological factors affecting performance

A Level

Mark Scheme for June 2024

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.

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

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

TOTARA

Make sure you have accessed Totara and familiarised yourself with instructions on here.

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 RM Assessor 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 RM Assessor 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.

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

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 RM Assessor **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 RM Assessor messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader via email. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. A copy of the form to use is available on Totara with the deadline.
10. For answers marked by levels of response:
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

	BOD	Benefit of doubt
	Cross	Incorrect
	L1	Level 1
	L2	Level 2
	L3	Level 3
	REP	Repeat
	Tick	Correct
	TV	Too Vague
	SEEN	Noted but no credit given
	S	S (indicates 'sub max reached')
	EG	Example
	K	Knowledge
	DEV	Development

- Sub-maxes are indicated with **S**; the guidance section of the mark scheme shows which questions these are relevant to.
- **K** and **DEV** used instead of ticks on the extended response question to indicate where knowledge or development points from the indicative content have been made.
- On this extended response question, one K or DEV does not 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)	Do not accept: Repeat of question wording - e.g. skill that requires fine movements or complex skill / complicated skill PT 2 – ‘difficult’ on its own is TV
			1.(Fine skill)	Skills that involve small muscle movements / small muscle groups / accuracy / precision / intricate movements		
			2. (Complex skill)	A skill that involves lots of decision making / information to process / judgments to make OR high perceptual load OR is technically difficult to perform		
2			Two marks for: 1. Measurable 2. Achievable		2 (AO1)	
3		(a)	One mark from: 1. Extrinsic		1 (AO2)	External = TV
		(b)	One mark from:		1 (AO3)	Mark 1 st answer only Accept: Lowers participation as an alternative to demotivating
			1. (prizes)	There may not be prize money / trophies available		
			2. (further incentive)	Once player has accumulated lots of money / titles / trophies, there may be no further incentive to participate / compete OR if given too often, it can lose value		
			3.(intrinsic)	Does not encourage intrinsic motivation (which is linked to long term) OR does not lead to lifelong participation OR can take away the enjoyment / want to take part for self-satisfaction OR rewards can become more important than doing the activity for its own sake		
			4.(demotivating)	Can be demotivating if the performer does not achieve rewards / rewards are taken away OR performer could become (over) reliant on rewards		
			5.(deviance)	Can cause cheating / deviance / drug taking		

Section A						
Question			Answer		Marks	Guidance
4			Two marks from:		2 (AO1)	Accept: 1 Stimuli as an alternate for information / cues Do not accept: 1 Relevant information is remembered 2 Combinations of alternate names such as short term sensory register or sensory store
			1.(filtering)	Relevant information is filtered through into the short-term memory OR filtering of relevant and irrelevant cues OR focus (only) onto relevant environmental cues OR irrelevant information is ignored / cues are lost / forgotten / filtered out		
			2.(stage)	Short term sensory store / sensory memory (store) / sensory register OR between the STSS/SM/SR and STM(S)		
5			Two marks from:		2 (AO1)	
			1.(Introvert)	Negative effect / social inhibition		
			2.(Fine skill)	Negative effect / social inhibition / performance becomes less accurate		

Section B					
Question		Answer		Marks	Guidance
6	(a)	Six marks from:		6 (AO2)	Mark 1st three named practice methods only Accept name of correct practice type if stated within the reason (provided they haven't stated an incorrect practice type earlier) Justification must match the right practice type Do not accept varied / massed practice as the question is about a beginner
		Practice type	Reason		
		1. Part / Pure parts	2. So the basketballer can get the individual elements correct OR so they can do the dribble into the lay-up / take off / then the shot separately OR because the skill is serial / low organisation / the subroutines can be practiced separately OR to give success / raise confidence OR reduces information overload		
		3. Progressive part	4. So they can master each element and put it together as they go OR so the skill can be chained OR they would practice the dribble and the take off individually then put them together, then they would add the shot OR because the skill is serial / low organisation / the subroutines can be practiced separately OR can practice the subroutines and the links between them OR to improve the flow of the lay-up OR to give success / raise confidence		
		5. Whole part whole	6. So the player experiences the full lay-up and then rehearses isolated subroutines and repeats full skill OR to develop the fluency / kinaesthetic feel / timing of the skill OR to identify / practice specific weak subroutines		
		7. Whole	8. To develop fluency / kinaesthetic feel / timing (for the full lay up from the start)		
		9. Distributed	10. So that the player gets to (physically / mentally) rest / mentally rehearse the parts of the layup / receive feedback OR as lay-up is a complex skill		
		11. Fixed	12. To develop the SR bond / technique of the lay-up OR make the skill become habitual / grooved / over- learned / automatic		

(b)	(i)	Two marks for:	2 (AO1 x 1 AO2 x 1)	Do not accept: 1. Positive effect or transfer as these RQ Accept: 1. Performance in place of learning 2. Any relevant e.g. of two skills with similar S-R requirements														
		<table><tr><td>1. (Positive transfer)</td><td>When the learning of one skill helps the learning of another skill</td></tr><tr><td>2. (Example)</td><td>Chest pass in Netball and a chest pass in Basketball OR throwing and learning to throw the ball up in a Tennis serve OR Tennis serve helping a Volleyball player to learn the overarm serve</td></tr></table>			1. (Positive transfer)	When the learning of one skill helps the learning of another skill	2. (Example)	Chest pass in Netball and a chest pass in Basketball OR throwing and learning to throw the ball up in a Tennis serve OR Tennis serve helping a Volleyball player to learn the overarm serve										
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	(ii)	Two marks from:	2 (AO1)	Mark 1st two only														
		<table><tr><td>1. (Well learned)</td><td>Ensure that previously learned skills have been well learned OR ensure fundamental skills have been taught first / before introducing new skill</td></tr><tr><td>2.(Transferable elements)</td><td>Learner should be made aware of transferable elements between skills / similar movements / similar information processing / tactics</td></tr><tr><td>3. (Teach close)</td><td>Teach similar skills close together</td></tr><tr><td>4. (Realistic)</td><td>Make the practice is game related / true to real life / realistic</td></tr><tr><td>5. (Diverse experience)</td><td>Ensure the learner has diverse experiences to ensure they have a wide range of past skills to draw from</td></tr><tr><td>6. (Reinforcement)</td><td>Reinforcement from the teacher when positive transfer occurs</td></tr><tr><td>7. (progressive practices)</td><td>Use progressive practices so that subroutines can build upon another skill</td></tr></table>	1. (Well learned)	Ensure that previously learned skills have been well learned OR ensure fundamental skills have been taught first / before introducing new skill	2.(Transferable elements)	Learner should be made aware of transferable elements between skills / similar movements / similar information processing / tactics	3. (Teach close)	Teach similar skills close together	4. (Realistic)	Make the practice is game related / true to real life / realistic	5. (Diverse experience)	Ensure the learner has diverse experiences to ensure they have a wide range of past skills to draw from	6. (Reinforcement)	Reinforcement from the teacher when positive transfer occurs	7. (progressive practices)	Use progressive practices so that subroutines can build upon another skill		
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	(c)		Five marks from: <i>Behaviour / demonstration is more likely to be copied if:</i> <table><tr><td>1. (significance/status)</td><td>there is a high status model / role model / significant other (or eq)</td></tr><tr><td>2. (similarity of model)</td><td>the model is similar to / same as observer e.g. age / gender / sport / position (accept any relevant e.g.)</td></tr><tr><td>3. (consistency)</td><td>it is consistent / accurate / clear / successful</td></tr><tr><td>4. (reinforcement)</td><td>the behaviour (of the model) is reinforced OR vicarious reinforcement</td></tr><tr><td>5. (warmth/ friendliness)</td><td>the model is warm / friendly / attractive</td></tr><tr><td>6. (social norms)</td><td>behaviour follows social / cultural norms</td></tr><tr><td>7. (relevance)</td><td>the observer perceives the behaviour to be relevant / have meaning</td></tr><tr><td>8. (attention)</td><td>the observer pays attention / focuses on the demonstration</td></tr><tr><td>9. (attention span)</td><td>attention span of the observer is longer</td></tr><tr><td>10. (retention - factors)</td><td>demo is repeated / mentally rehearsed / is considered / concise OR verbal guidance is used alongside demo OR coaching points given OR mental picture has been created</td></tr><tr><td>11. (motor reproduction)</td><td>the observer is physically / mentally able to copy the behaviour of the model OR demonstrations are matched to the ability levels of the observer</td></tr><tr><td>12. (motivation to achieve / be accepted)</td><td>the observer is motivated / driven OR desires acceptance from others OR incentive will help motivate a performer to copy</td></tr><tr><td>13.(more factors)</td><td>The more of these factors that are met, the more likely it is that the behaviour will be copied</td></tr></table>	1. (significance/status)	there is a high status model / role model / significant other (or eq)	2. (similarity of model)	the model is similar to / same as observer e.g. age / gender / sport / position (accept any relevant e.g.)	3. (consistency)	it is consistent / accurate / clear / successful	4. (reinforcement)	the behaviour (of the model) is reinforced OR vicarious reinforcement	5. (warmth/ friendliness)	the model is warm / friendly / attractive	6. (social norms)	behaviour follows social / cultural norms	7. (relevance)	the observer perceives the behaviour to be relevant / have meaning	8. (attention)	the observer pays attention / focuses on the demonstration	9. (attention span)	attention span of the observer is longer	10. (retention - factors)	demo is repeated / mentally rehearsed / is considered / concise OR verbal guidance is used alongside demo OR coaching points given OR mental picture has been created	11. (motor reproduction)	the observer is physically / mentally able to copy the behaviour of the model OR demonstrations are matched to the ability levels of the observer	12. (motivation to achieve / be accepted)	the observer is motivated / driven OR desires acceptance from others OR incentive will help motivate a performer to copy	13.(more factors)	The more of these factors that are met, the more likely it is that the behaviour will be copied	5 (AO3)	Accept: Opposite responses that talk about LESS likely to be copied if... <i>e.g. a performer is less likely to copy if they don't focus on the demo 1✓</i>
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	(d)	(i)	One mark for: False	1 (AO2)																											
		(ii)	One mark for: C (Positive and knowledge of performance)	1 (AO2)																											
		(iii)	Three marks for: <table><tr><td>Extrinsic</td><td>Positive</td><td>Knowledge of results</td></tr><tr><td>Knowledge of performance</td><td>Intrinsic</td><td>Negative</td></tr></table>	Extrinsic	Positive	Knowledge of results	Knowledge of performance	Intrinsic	Negative	3 (AO2)																					
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7	(a)	Six marks from: <table><tr><td colspan="2">(Trait theory)</td></tr><tr><td>1.(inherited)</td><td>Formed by traits they are born with / inherited / innate OR extrovert / introvert / stable / unstable / type A / type B</td></tr><tr><td>2.(enduring)</td><td>Enduring / lasting over time</td></tr><tr><td>3.(stable)</td><td>Unchangeable / stable / will be the same in and out of sport / consistent</td></tr><tr><td>4.(predictable)</td><td>(Leads to) globalized / predictable behaviour</td></tr><tr><td colspan="2">(Social Learning Theory)</td></tr><tr><td>5.(environment)</td><td>Personality effected by the situation / environment</td></tr><tr><td>6.(learned)</td><td>Personality is learned / shaped by those around us OR effected by upbringing / socialization OR watch and copy personality</td></tr><tr><td>7.(model)</td><td>Personality influenced by role models / significant others / high status</td></tr><tr><td>8.(similar)</td><td>More likely if model is similar / same as observer</td></tr><tr><td>9.(reinforced)</td><td>More likely if model's behaviour is reinforced / vicarious reinforcement</td></tr><tr><td colspan="2">(Interactionist theory)</td></tr><tr><td>10.(combination)</td><td>Personality is a mixture of both traits (we are born with) and interaction with the environment / $B = f(PE)$</td></tr><tr><td>11.(innate part)</td><td>Typical responses reflect the inherited aspect of personality OR innate personality normally effects behavior (when situation isn't demanding / strong)</td></tr><tr><td>12.(situational part)</td><td>Personality can change in different circumstances / depending on demands of situation / roles</td></tr><tr><td>13.(unpredictable)</td><td>Personality is not predictable / stable</td></tr></table>	(Trait theory)		1.(inherited)	Formed by traits they are born with / inherited / innate OR extrovert / introvert / stable / unstable / type A / type B	2.(enduring)	Enduring / lasting over time	3.(stable)	Unchangeable / stable / will be the same in and out of sport / consistent	4.(predictable)	(Leads to) globalized / predictable behaviour	(Social Learning Theory)		5.(environment)	Personality effected by the situation / environment	6.(learned)	Personality is learned / shaped by those around us OR effected by upbringing / socialization OR watch and copy personality	7.(model)	Personality influenced by role models / significant others / high status	8.(similar)	More likely if model is similar / same as observer	9.(reinforced)	More likely if model's behaviour is reinforced / vicarious reinforcement	(Interactionist theory)		10.(combination)	Personality is a mixture of both traits (we are born with) and interaction with the environment / $B = f(PE)$	11.(innate part)	Typical responses reflect the inherited aspect of personality OR innate personality normally effects behavior (when situation isn't demanding / strong)	12.(situational part)	Personality can change in different circumstances / depending on demands of situation / roles	13.(unpredictable)	Personality is not predictable / stable	6 (AO3)	Do not accept: Interactionist theory is a mixture of trait and social learning theory
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	(b)	(i) One mark from: 1. 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 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 OR can be positive or negative but often associated with a situation when capabilities do not match demands of situation	1 (AO1)																																	

	(ii)	Three marks from: <table><tr><td>1. (Progressive muscular relaxation)</td><td>Progressive muscular relaxation / PMR involves tensing and relaxing muscles working through the body</td></tr><tr><td>2. (Biofeedback)</td><td>Biofeedback uses equipment to collect data about physiological responses to enable athlete to understand / control their body responses OR Biofeedback uses monitors to enable the individual to control brain activity</td></tr><tr><td>3. (Centring)</td><td>Centring helps the performer to focus on / redirects the energy to the centre / middle of their body</td></tr><tr><td>4. (Breathing control)</td><td>Breathing control uses deep / slow / breathing techniques / breathe in for 4 out for 4</td></tr></table>	1. (Progressive muscular relaxation)	Progressive muscular relaxation / PMR involves tensing and relaxing muscles working through the body	2. (Biofeedback)	Biofeedback uses equipment to collect data about physiological responses to enable athlete to understand / control their body responses OR Biofeedback uses monitors to enable the individual to control brain activity	3. (Centring)	Centring helps the performer to focus on / redirects the energy to the centre / middle of their body	4. (Breathing control)	Breathing control uses deep / slow / breathing techniques / breathe in for 4 out for 4	3 (AO1)	Must be named and have some explanation / description – do not award mark for name only or description only. Accept Pt 2 – any e.g. of physiological response such as heart rate / sweating										
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	(c)	Five marks from: <table><tr><td>1.(SC-trait meaning)</td><td>(Low trait sports confidence) means Li has a low innate / stable / natural disposition / general / overall level of self belief (in sport)</td></tr><tr><td>2.(Competitiveness)</td><td>Li might have low competitiveness / doesn't like to take risks / isn't competitive / has learned helplessness</td></tr><tr><td>3. (Link to SC state)</td><td>Low trait sports confidence makes it likely that Li has low level of SC-state</td></tr><tr><td>4.(SC-state effect)</td><td>(If Li has low SC-state then) Li will lack belief in their ability to perform specific (sports) skills / situation OR Li will have low expectations in the current (sporting) event OR Li will be tentative in the specific situation / current (sporting) event</td></tr><tr><td>5.(Performance)</td><td>(This results in) poor quality of performance</td></tr><tr><td>6.(Disappointment)</td><td>(This leads to the subjective outcome being) feelings of disappointment OR perceive performance as poor</td></tr><tr><td>7.(Effect on SC-trait, CO)</td><td>This reduces SC-trait and competitive orientation / competitiveness (for future performances)</td></tr><tr><td>8.(Effect on SC-State)</td><td>Li will therefore have (even) lower state sports confidence / low expectations of future performances</td></tr><tr><td>9.(Future perf)</td><td>Resulting in low quality of performance in the future</td></tr></table>	1.(SC-trait meaning)	(Low trait sports confidence) means Li has a low innate / stable / natural disposition / general / overall level of self belief (in sport)	2.(Competitiveness)	Li might have low competitiveness / doesn't like to take risks / isn't competitive / has learned helplessness	3. (Link to SC state)	Low trait sports confidence makes it likely that Li has low level of SC-state	4.(SC-state effect)	(If Li has low SC-state then) Li will lack belief in their ability to perform specific (sports) skills / situation OR Li will have low expectations in the current (sporting) event OR Li will be tentative in the specific situation / current (sporting) event	5.(Performance)	(This results in) poor quality of performance	6.(Disappointment)	(This leads to the subjective outcome being) feelings of disappointment OR perceive performance as poor	7.(Effect on SC-trait, CO)	This reduces SC-trait and competitive orientation / competitiveness (for future performances)	8.(Effect on SC-State)	Li will therefore have (even) lower state sports confidence / low expectations of future performances	9.(Future perf)	Resulting in low quality of performance in the future	5 (AO3)	Accept: State sports confidence as alternate to SC-state and Trait sports confidence as alternate to SC-trait Do not credit the word 'confidence' in pt 1 or 4- Li, it must be described.
1.(SC-trait meaning)	(Low trait sports confidence) means Li has a low innate / stable / natural disposition / general / overall level of self belief (in sport)																					
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9.(Future perf)	Resulting in low quality of performance in the future																					
	(d) (i)	One mark from: 1. A collection of people and who share similar goals OR a collection of people who interact with each other / work together OR social aggregates / collectives that involve mutual awareness and potential for interaction OR those with a collective identity and a common purpose OR people who share similar goals and interact with each other / work together	1 (AO1)	Do not accept A group of people Accept Alternatives for collection of people such as 2 or more																		

		(ii)	Four marks for: Submax 3 marks per stage Forming: <table><tr><td>1.(Meeting)</td><td>Football team is just coming together / meeting each other / get to know each other</td></tr><tr><td>2.(Goals)</td><td>Football teams goals might be unclear OR players might disagree on the aim of the team e.g. one footballer wants to win the league, another wants to focus on skill development</td></tr><tr><td>3.(Roles)</td><td>Individual roles might be unclear e.g. Footballers don't know what position they will be playing / who will captain the team</td></tr><tr><td>4.(Dependence on coach)</td><td>High dependence on the coach / leader for direction e.g. the footballers all listening and waiting on the instructions from the coach</td></tr><tr><td>5.(Best behaviour)</td><td>Footballers could be on their best behaviour to make a good impression</td></tr></table> Performing: <table><tr><td>6.(Shared goals)</td><td>A football team know / fully accept their goal</td></tr><tr><td>7.(Roles)</td><td>The players know / fully accept their roles within the team e.g. everyone is happy with the choice of football captain</td></tr><tr><td>8.(Coach)</td><td>The football team doesn't need as much input from the coach</td></tr><tr><td>9.(Trust)</td><td>The footballers all trust / can rely upon each other / are a fully cohesive group</td></tr><tr><td>10.(Resolve disagreements)</td><td>The football team may disagree with decisions / set plays, but they can resolve it</td></tr></table>	1.(Meeting)	Football team is just coming together / meeting each other / get to know each other	2.(Goals)	Football teams goals might be unclear OR players might disagree on the aim of the team e.g. one footballer wants to win the league, another wants to focus on skill development	3.(Roles)	Individual roles might be unclear e.g. Footballers don't know what position they will be playing / who will captain the team	4.(Dependence on coach)	High dependence on the coach / leader for direction e.g. the footballers all listening and waiting on the instructions from the coach	5.(Best behaviour)	Footballers could be on their best behaviour to make a good impression	6.(Shared goals)	A football team know / fully accept their goal	7.(Roles)	The players know / fully accept their roles within the team e.g. everyone is happy with the choice of football captain	8.(Coach)	The football team doesn't need as much input from the coach	9.(Trust)	The footballers all trust / can rely upon each other / are a fully cohesive group	10.(Resolve disagreements)	The football team may disagree with decisions / set plays, but they can resolve it	4 (AO2) Submax 3 marks per stage Must be applied to an e.g. from a team sport and the e.g. must remain the same throughout the answer Highlight the 1 st e.g. given and accept points following the e.g. The e.g. can be carried into the performing section if candidate refers to 'they/the team' <i>Forming – the footballers get to know each other ✓1 They are unsure of their role. ✓3</i> <i>Forming – They get to know each other TV and don't know their role TV. E.g. in a new football team. TV (not applied)</i> <i>Forming – They get to know each other TV and don't know their role TV. E.g. in a new football team players don't know their role ✓</i>
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Section C		
Q	Answer	Guidance
8*	Level 3 (8–10 marks) • detailed knowledge and excellent understanding (AO1) • well-argued, independent opinion and judgements which are well supported by relevant practical examples (AO2) • detailed analysis and critical evaluation (AO3) • very accurate use of technical and specialist vocabulary • there is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and substantiated.	At Level 3 responses <u>are likely</u> to include: • detailed analysis of when each leadership style should be used • at the top of this level justifications should be included for each style • detailed explanation of the four types of guidance that a coach might use • many relevant sporting examples used well to support guidance methods
	Level 2 (5–7 marks) • good knowledge and clear understanding (AO1) • independent opinions and judgements will be present but may not always be supported by relevant practical examples (AO2) • good analysis and critical evaluation (AO3) • generally accurate use of technical and specialist vocabulary • there is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.	At Level 2 responses <u>are likely</u> to include: • good analysis of when each leadership style should be used • good explanation of the types of guidance that a coach might use • some sporting examples used to support guidance methods
	Level 1 (1–4 marks) • satisfactory knowledge and understanding (AO1) • occasional opinion and judgement but often unsupported by relevant practical examples (AO2) • limited evidence of analysis and critical evaluation (AO3) • technical and specialist vocabulary used with limited success • the information is basic and communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.	At Level 1 responses <u>are likely</u> to include: • basic analysis of when each leadership style should be used, this may be more of a description of the leadership styles • explanation of the types of guidance a coach might use, this maybe more of a description of the guidance methods • limited use of examples throughout the essay • candidate may only attempt to answer one part of the question
	(0 marks) No response or no response worthy of credit.	

Marks: 10 (AO1 x4, AO2 x3, AO3 x3)

Guidance: Maximum of 4 marks to be awarded for AO1
Maximum of 3 marks to be awarded for AO2
Maximum of 3 marks to be awarded for AO3

Guidance

Place all K, DEV, EG annotations in a margin

Examples should be used in the guidance part of the answer, however if candidates don't do this, they can receive credit at bottom of L1 for examples applied in the 1st part of the answer on leadership styles.

For answers marked by levels of response:

- a **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b **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

Indicative Content:

Analyse when different leadership styles would be effective – AO2 not required in this part of the question – although credit if given		
AO1 – K	AO2 – E.G.	AO3 – DEV
1. Autocratic • Leader makes most of the decisions • Focused on the end product / goal • Clear pre-determined goal • Task orientated / wants to get job done • Dictatorial • Command • Shows little interest in group members • inflexible		Most appropriate for ➤ large groups ➤ beginners /cognitive stage of learning ➤ experts that trust their leader ➤ children / young performers ➤ dangerous activities ➤ men tend to prefer an autocratic approach ➤ hostile group ➤ lack of time ➤ when group want autocratic leader ➤ complex task ➤ credit any acceptable justifications given for points above (can be multiple)
2. Democratic • Leader is concerned with interpersonal relations • Invites contributions and input from group members / shares decision making / consultation • Person / social orientated • Delegates responsibility		Most appropriate for: ➤ smaller groups ➤ individual performers ➤ advanced / expert performers ➤ older performers ➤ activities with no threat of danger / safe activities ➤ women tend to prefer a more democratic approach ➤ if the task demands more interpersonal communication ➤ if leader and members are well known to each other ➤ more time available ➤ when group want democratic leader ➤ simple tasks ➤ social activities ➤ credit any acceptable justifications given for points above (can be multiple)

AO1 – K	AO2 – E.G.	AO3 – DEV
3. Laissez faire • Leader has no / very little direct influence • Leader takes a back seat • Group members make own decisions • Leader gives very little feedback		Most appropriate for: ➤ elite level performers ➤ helps to develop creativity ➤ if the task requires decision making ➤ assessment situations ➤ leader fully trusts group ➤ credit any acceptable justification given for points above (can be multiple)
4. Leadership style can change depending on the situation / group characteristics		➤ can change within a session depending on who the leader is working with / how the situation is progressing ➤ an effective leader is flexible / adaptable with leadership style
Guidance types – with examples		
5. Verbal guidance • Using words to describe the action • Explain key coaching points • Explain tactics to higher level performers	e.g. a hockey coach explaining the coaching points of a push pass. e.g. 'Bite the apple' for cricket bowling	➤ Often used alongside visual guidance ➤ Verbal guidance cues learner in to the most important aspects of the demonstration / gives understanding ➤ More effective if creative imagery / buzz words used ➤ Effective for experts ➤ Can be given during a performance / quickly ➤ Can increase motivation
6. Visual guidance • Showing the skill / demonstrations • Use of diagrams / static displays	e.g. a table tennis coach demonstrating a back hand smash e.g. using a white board to show tactical formations in hockey	➤ Often used alongside verbal guidance ➤ Creates a mental picture ➤ Demonstration needs to be accurate / error free ➤ Effective for beginners
7. Manual guidance • Physically helping / supporting / moving the performer through the skill correctly	e.g. a gymnastics coach holding a performer in a handstand position to help them get the feel of the movement	➤ Removes danger / increases safety / reduces fear ➤ Can encourage kinaesthesia ➤ Can raise confidence ➤ Can give some success ➤ Can be used if visual and verbal haven't helped ➤ Can be useful for beginners

AO1 – K	AO2 – E.G.	AO3 – DEV
8. Mechanical guidance Using equipment to aid the performer to complete the skill successfully	e.g. harness, float, flippers e.g. a swimming coach using arm bands to help a child swim.	➤ Removes danger / increases safety / reduces fear ➤ Can encourage kinaesthesia ➤ Can raise confidence ➤ Can give some success ➤ Can be used if visual and verbal haven't helped ➤ Can be useful for beginners

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